DOCUMENT RESUME

ED 085 863 EA 005 746

AUTHOR	Carithers, Polly
TITLE	How To Conduct Low Cost Surveys: A Profile of School Survey and Polling Procedures.
INSTITUTION	National School Public Relations Association, Arlington, Va.
PUB DATE	73
NOTE	64p.; Profile used by Oakland Schools, Intermediate District of Oakland County, Michigan
AVAILABLE FROM	National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock Number 411-13141, $4.75)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Administrator Guides; Communication (Thought Transfer); *Cost Effectiveness; Educational Change; *Guidelines; *Information Seeking; *Methods; Public Relations; *School Surveys

ABSTRACT

Surveys of a selected sample of the population can be inexpensive, practical, and accurate, depending on the method of collecting information, the nature of the questions, and the manner in which the sample is selected. Since few school districts can afford the $3,000 to $7,000 price of surveys made by research organizations, this book is limited to survey techniques that have been field tested; and which are economically feasible, practical, and accurate. The surveying experience on which this book is based is confined to systematically selected samples of 384 from specific populations. This means that 95 times in 100 a characteristic of the population occurs within plus-or-minus 5 percent of the times it occurs as a characteristic in the sample. Telephone interviewing is used with trained volunteer surveyors. When "captive populations" such as students or staff are surveyed, written questionnaires preferably are used, in conjunction with optically scannable answer sheets. The volunteer interviewer is not recommended for face-to-face interviewing because of the tendency toward bias. The commitment of the volunteer is less likely to influence the respondent if the exposure is over the telephone and is brief. (Author)

ED 085863

How To Conduct Low Cost Surveys

A Profile of School Survey and Polling Procedures

Used by Oakland Schools,
Intermediate District
of Oakland County, Michigan

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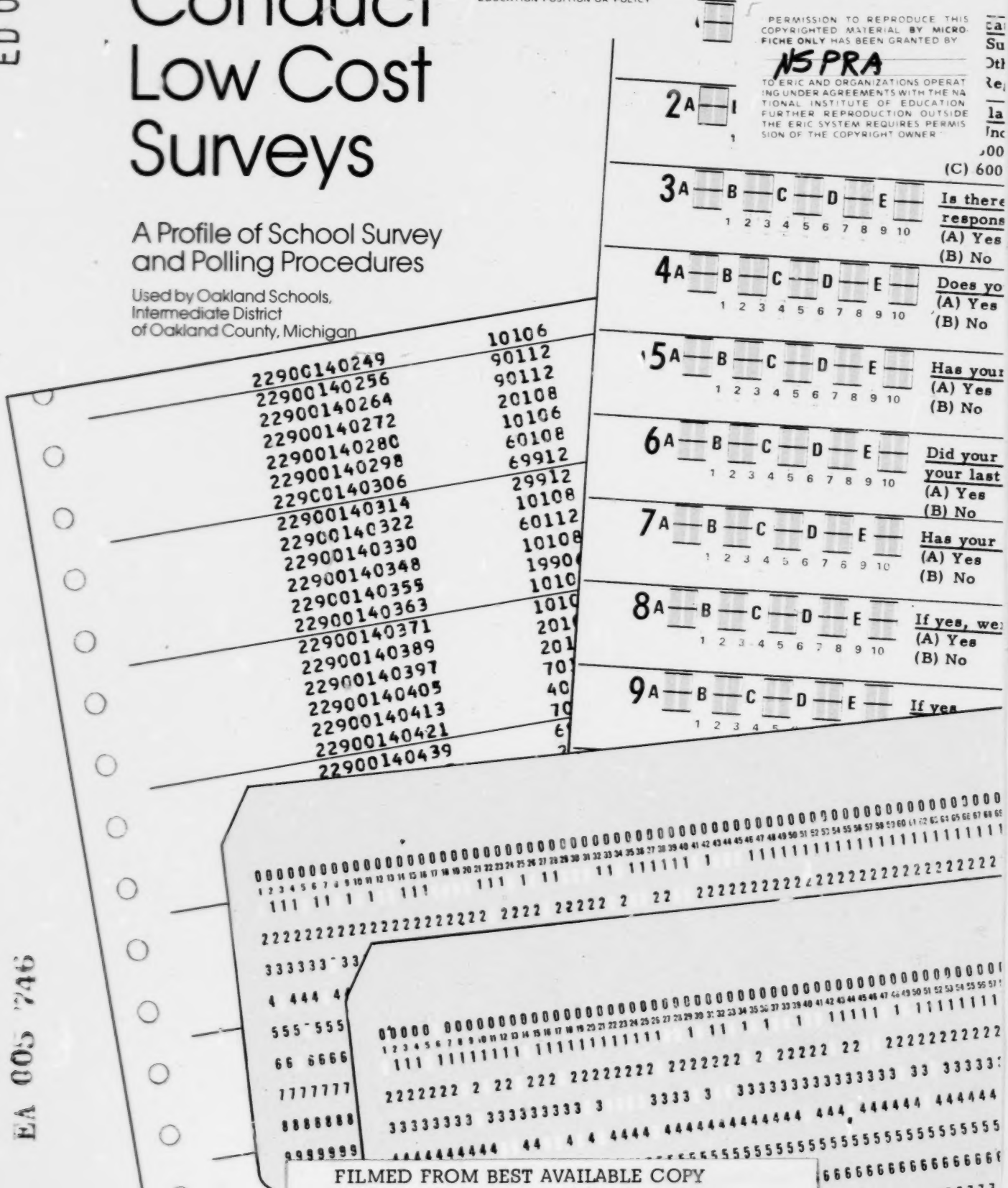

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Acknowledgments

How To Conduct Low Cost Surveys was written by Polly Carithers, director of public information for the Oakland Schools, the intermediate district of Oakland County, Mich.

Special thanks go to Simeon P. Taylor III, manager, statistics section, National Education Association (NEA) Research, for technical assistance and general guidance. We are also indebted to Helen H. Cox and Virginia M. Ross.

Cynthia Menand was in charge of production and Dee Preusch served as editor.

INTRODUCTION

The first survey may have been of a population of two on the appetite appeal of an apple in a certain garden in the Middle East. The response chart would have looked something like this:

N = 2

Response to Item I

I think this apple looks...

Very tasty	50%
Moderately tasty	50%
Unappetizing	0%

If offered this apple, despite warnings that it might be hazardous to my health, I probably would...

Eat it all	0%
Take one bite	100%
Not touch it	0%

Surveys were used in the Roman Empire, in industrial England, and in agricultural America. With the refinement of techniques, they have become diagnostic and prognostic devices in politics, marketing, and social planning.

Information about the characteristics, attitudes, and opinions of a population is essential to an agency or corporation which desires to serve, persuade, or sell to that population. Total information (a census) is preferable, but impractical. Casual information, that tendered by self-selected individuals from the population, is readily available but unrepresentative and potentially misleading.

Surveys of a selected sample of the population can be inexpensive, practical, and accurate, depending on the method of collecting information, the nature of the questions, and the manner in which the sample is selected.

Since few school districts can afford the $3,000 to $7,000 price of surveys made by research organizations, this book is limited to survey

techniques which have been field tested, which are economically feasible, practical, and accurate.

The surveying experience on which this book is based is confined to systematically selected samples of 384 from specific populations. This means that 95 times in 100 a characteristic of the population occurs within plus-or-minus 5% of the times it occurs as a characteristic in the sample.

Telephone interviewing is used with trained volunteer surveyors. When "captive populations," such as students or staff, are surveyed, written questionnaires preferably are used, in conjunction with optically scannable answer sheets.

The volunteer interviewer is not recommended for face-to-face interviewing because of the tendency toward bias. The commitment of the volunteer is less likely to influence the respondent if the exposure is over the telephone and is brief.

WHY SURVEY ?

There are three critical reasons for frequent surveying and all of them pertain to the conditions of the 1970s.

First is the trend to long-term planning and the development of the technology and systems approach that makes long-term planning possible. Keeping a finger on the pulse of constituent populations is a necessity for making changes that are politically or socially acceptable and for campaigns involving financial support.

Second is the change in the social structure and the informal communications system of that social structure in the cities, towns, suburbs, and rural areas in which we work.

Third is the emotional climate of our time. We call its various manifestations "student unrest," "teacher militancy," "voter resistance," "parent concern." This emotional climate may very well be created or affected by the attrition of the informal communications system and its function in resolving conflicts before they reach dangerous intensity.

It was the work of advocates of the Program Planning Budgeting Systems (PPBS) that indicated something was missing from their complex management systems. These are two simple items--but two that can turn PPBS or any system off. They are: that portion of the financing which voters endorse; and the consent to the school program by those who have a vested interest in it--such as teachers, students, and parents.

Few school administrators or board members need to go far from home and many don't need to leave home to find districts in which either or both of these no-go buttons have been pushed. It does not matter how well designed the management and the instructional systems are. They can be demolished by denial of funds or refusal of consent.

Communications Channels Change

The changes in the social structure and the informal communications channels have come swiftly, but subtly. Small Town, U.S.A., circa 1908 or even 1950, supported a modicum of personal contact that took care of most of the communication needs and conflict resolution. The people living in a suburban community in 1970 may look alike to a sociologist. They are in similar socio-economic brackets or they couldn't buy or rent a house there, but they did not grow up together. They arrived with different outlooks and value systems.

They did not bring communication channels with them. The communication channels grew along with everything else in an organic community--which included most towns just outside the metropolitan areas. The synthetic community is a political entity drawn on a map or a community that has been changed by population movement. Communication seems to occur only within like-thinking groups. There is little opportunity for intergroup communication and conflict resolution until feelings about the conflict reach uncomfortable intensity.

For a while, it may be impossible in the synthetic communities to achieve the necessary dialog, trilog, or multilog for good health, unless extra feedback channels, such as regular surveying, are deliberately provided.

Surveying has intrinsic public relations value. It is flattering to be asked one's opinion. It is therapeutic to blow off steam. The very act of surveying by the decision makers of a school district indicates to the public that their opinions are believed to have at least enough merit to be sought. It is proof that the board of education believes in two-way communication--that the old emphasis on publicity and publications has shifted.

Surveying has been referred to as "taking the temperature of the community." A survey is not as precise an instrument as a thermometer. It is more like trying to determine the temperature of a cup of water by sticking a thumb in the cup. You can tell whether the water is hot, warm, body temperature, cool or cold. The process of surveying moderates the temperature of the community. Dipping a body temperature-thumb into a cup of water moderates the temperature of the water. Repeated systematic surveying, as suggested later in this volume, should have the effect of repeatedly dipping the thumb into the water. The process brings the water toward body temperature and provides some information about the temperature of the water at the same time. Repeated surveying can quite likely do the same thing.

Resolve Philosophical Considerations

Some important philosophical considerations should be resolved before a survey is undertaken.

The first is why should a survey be taken at all. Who wants it? Why? What will be done with the information? Is the organization willing to make changes based on the survey findings? Is it willing to survey again to find the degree of effectiveness of the changes?

In descriptive surveys of the type made for doctoral dissertations, the subjects of the study rarely learn the outcome and the only changes, in most cases, are the addition of some critical academic titles to the surveyor's name. These kinds of surveys can rarely be justified in public relations or at public expense. On the other hand, it is difficult to justify spending public money without some valid feedback to indicate the satisfaction or dissatisfaction of those affected by the way their funds are used and the manner in which their children are educated.

In a community that has not been surveyed, a series of questions on the degree of satisfaction with the present school system lays groundwork for

goal setting and the direction and degree of change that will be supported by the community. Questions with three option answers--too much emphasis, just enough emphasis, too little--could be asked of parents about the whole range of curriculum. It would be eye-opening to ask the town's employers the same series of questions.

Another reason for surveying is to determine the degree of congruence of perception of the schools among the several publics in the community. They all look at the schools, but to what extent are they seeing the same thing? What does the silk-stocking part of the community see as the major problem of this particular school district? What do the factory workers see? What do the teachers see? What do the high school students see? What do these various groups see as a goal of education--jobs, college entrance, general "life preparation"--or is the school a place to put kids until they are old enough to be trusted out on the streets?

A basic political reason for surveying is to determine with a degree of precision the seriousness of the complaints that reach the board of education and the administration. In one district a Blue Ribbon Citizens Committee had been convinced that team teaching was a white hot issue and that the public generally thought too much money had been committed to the program. Two questions pulled the team-teaching bogey into focus. "Do you think money is used wisely by the board of education and the administration?" Those who answered "Not always" or "No" were further asked, "In what way is money spent unwisely?" Of the 55% who disagreed with the allocation of money in this troubled community, only two people mentioned team teaching.

Complaints about the school lunch program in another district caused board members to insist that an item about these complaints be included in a checklist on "What would you like to see improved in the district?" Not one respondent mentioned school lunch.

Surveying: A Good Defense

Surveying is the best possible defense against a group of ax-grinders who insist that they represent the will of the silent majority, that they are "just the tip of the iceberg." In one community a militant, extreme conservative had been elected to the board of education from a crowded field of candidates. He regarded his election as a landslide and a mandate. When the superintendent suggested that a survey would illuminate the points at issue and that the board would then be free to act on his recommendations if the community supported them, the new board member endorsed the idea of surveying. After talking with his wife, who assured him this was the last thing he wanted, the board member withdrew his support of the survey and was so vociferously opposed to it that the remainder of the board acquiesced. No survey was made. The entire board-administration situation became untenable and the superintendent and his major assistant left the district the following year.

Surveys serve the public and the school district best when they are made as a part of the consideration to change some aspect of policy, financing, operation, or curriculum. The survey should not be considered as a straw

vote for or against the adoption of a new method of instruction. It should be a gauge to determine the public's readiness to accept the change. What percent of the community has heard of Brand X curriculum? Have they any feeling about it? Do they think the present Brand Y is serving all of the children, most of the children, one-half of the children, few of the children, or none of the children? What about the other phases of the curriculum? Does the athletic program as it presently operates serve too many, just enough, or too few children? Findings of the study may indicate strongly that the time is not ripe for a change or that only after an educational program for the community can the change be made without serious consequences.

What about the board-teacher relationships? Policies affecting these are subject to negotiation in many states, but the negotiators are subject to public pressure. Do the teachers have too much to say about the control of the school, just enough, or too little? Would you (a parent) be willing to have your child instructed by a trained person, who is not a certificated teacher, if this means the child can be in a group of four or five for a part of the day?

The change could be a ballot proposal for an increased tax levy. In INFORET (Reg. Trademark, Oakland Schools) surveys made by Oakland Schools, findings have signaled boards of education to go ahead as planned or to proceed with caution after telling the community more about the issues. The no-go signal in some surveys was so strong that neither the boards nor the superintendents cared to risk their energies and reputations by the size of the defeat indicated in the tabulated responses.

Who 'Owns' the Information?

Survey information belongs to the agency or group that authorizes it and pays the bill. This could be a citizens study group, the board of education, the superintendent, the building principal, or another administrator, such as the director of school food service. Where the administrator can exercise the authority to poll one of the school's several publics, he has the information necessary for proposing policies and programs that are acceptable to the community. Where the board authorizes the survey, it has the power to make immediate decisions based on the data.

The filtering process from a citizen advisory committee through the board to the administration lengthens the span between knowledge of and response to the feelings of the public. A citizen advisory committee is usually appointed to repair something that has gone wrong or may well go wrong between school and community. Routine opinion sampling followed by appropriate, timely response could reduce the number of times things go wrong, or at least keep them from going disastrously wrong.

Drafting a questionnaire, recruiting and training volunteers, coding responses, processing and interpreting data are costly in time and energy, if not necessarily financially expensive. To make sure of the payoff, outline precisely what your expenditure is expected to buy. In other words, state an objective.

In a district in which the curriculum supervisors and elementary principals have decided, on the basis of research, observation, and experience, that the open classroom, or individually prescribed instruction is the most defensible educational alternative for the district, you might decide to do a survey concerned with the open classroom. You do not ask the general public, or the parents, if they are in favor of the open classroom. They are paying professional salaries to people who are supposed to have expertise on this particular matter. Your objective in this situation is to learn how to present the open classroom concept to the public so that the efforts of the school to instruct children are reinforced outside the classroom. The questions that go into the survey will deal with that one subject. The responses should give clues to the public information campaign that follows.

In one elementary attendance district, the campaign may need to speak to fears of lack of discipline. In another it may be concern over whether the teachers are fully qualified to do the diagnostic teaching the open classroom demands. In another neighborhood, there may be fears that the youngsters are being shortchanged in art or music. After six months of parent meetings, pamphlet distribution, and urging parents to come and see for themselves, the survey should be repeated. The second survey won't tell administrators whether the open classroom is educationally sound, but rather which set of persuasive efforts was how effective in specific attendance areas.

The most urgent reasons for surveying have to do with money. Does a millage or bond proposal have a shred of a chance at the polls this year? This is best asked before the election date is set. What kind of support does the proposition have? Is the voting public adequately informed? Who's going to vote? These questions are asked after the board has set an election date and agreed on the issue.

Even if the district does not anticipate asking for increased revenue, you should know the general attitude toward the cost v. the service rendered. Put it bluntly: "Are the schools in the community providing the taxpayer with his money's worth?" or "Do you feel that the residents of this town get what they are paying for in school taxes?"

Surveys Reveal Shifting Values; Need for New Goals

Surveys should be made to keep in touch with the community's shifting values. But, Alvin Toffler, in his book Future Shock, has provided the best reasons for continuous surveying. "Systems of goal formation based on elitist premises," he writes, "are simply no longer efficient. In the struggle to capture control of the forces of change, they are increasingly counter productive. In complex, differentiated societies vast amounts of information must flow at ever faster speeds between the formal organizations and subcultures that make up the whole, and between the layers and substructures within these.

"The faster pace of change demands and creates a new kind of information system in society; a loop rather than a ladder. Information must pulse through this loop at accelerating speeds, with the output of one group becoming the input for many others, so that no group, however politically potent it may seem, can independently set goals for the whole."

Find out what the goals are with a "blue-sky" question like "If money were no object, what would you do first for the schools?" Learn their priorities with these questions: "If some programs or activities had to be cut, which would you cut first? Which would you cut last?" "Which (of a list of) programs would you say benefit all children, some children, few children, no children?" Value questions also deal with personal goals. "How important is helping children learn how to get along with others?" "How important is it to maintain discipline?" "What does discipline mean to parents? to teachers? to students? to nonparent voters?"

You need to know how people feel about their contacts with the schools. Do they feel welcome when they come into a school building? What do they like about their schools? What do they dislike? Why? What is the level of confidence in the school administrators? How do people expect to be treated when they contact the appropriate officials about a school problem? In a series of surveys in Oregon, Robert Agger and Marshall Goldstein reported in a 1965 ERIC study Educational Innovations in the Community that those who anticipated being ignored or dismissed as soon as possible were 100% "No" voters in financial elections. Does the public perceive the schools as being contemporary and innovative? Agger also found that approval of innovations was the variable that correlated most closely with favorable attitudes toward financial issues.

Where Do the 'People' Get Their Information?

To run a public relations program with a reasonable hope of effectiveness, you need to know where people get their information about the schools and to what degree they trust various information channels. You need to know where they go and to whom they go when they seek information. And you should know the areas in which they are receptive to more information. People pay more attention to messages they want to hear. They might even acquire information they should have if it is tucked into messages they are willing to receive.

You definitely need to know in what areas the public is misinformed or virtually ignorant. You need this information, not in terms of the school district as a whole, but broken down into geographic or sociological chunks that you can do something about. If the residents of the Woodside Elementary attendance area differ significantly in their perception of the schools, in their level of information, and in their attitude, you ought to know about it. If their perceptions are significantly better, go spend a couple of days with the principal. See what he and the faculty are doing--and try to get the information spread. If their perceptions are significantly worse, go spend a couple of days with the principal. See what he and the faculty are doing--and try to change it!

When you have identified something that works, you need to know why. A survey in the district in which everything is great would give you some of the answers. When you have identified a hostile area, again you need to know why. Where is the school failing to serve its community? What is the basis of the negative perception?

Insiders Are 'Chief Image-Makers'

So far, only the outsiders of the school system have been considered as subjects for surveys. It is the insiders--the employees and the students--who are the chief image-makers and sources of information for the outsiders. You need to know a lot of things these people can tell you. How do employees perceive management? How accurate is the perception? How do they feel about the place they work and the resources available for getting the work done? What are their goals for the students and the district? What are their professional priorities?

Junior and senior high school students are the easiest segment of the school public to survey. They are there. They can be given written questionnaires with the expectation of an extremely high return. From them you need many of the same answers you need from the voters and from the parents.

There is also some specialized information that can be obtained only from students. A survey of a sample of a middle school student body pinpoin d weaknesses and strengths in the curriculums of feeder elementary schools

when students were asked to grade their previous preparation in various subject areas. The profile of students from an innovative feeder elementary school strongly indicated that the traits of independence, questioning, and human values were indeed characteristic of the students, just as the elementary principal had hoped.

For the past decade the happenings in the senior high school has created major public relations problems for many districts. In the next decade, the bulk of the student enrollment will be in the secondary schools. The high school is changing rapidly and it is not what the parents of these students remembered as high school. To avert public relations crises, you need to know where the tensions are. You need to know this on a regular basis so that the administration can act before the students do. You need to know, from the students, not from the board, the administration, or the student council, where the weaknesses in communication, management, and curriculum lie. In one racially troubled high school, 25% of a sample indicated that they did not know what the roles of the school were. This was a minority, but the number, when the percentage was applied to the entire student body, was 500. In this same school students wrote in answers to an open end question, "What would make this a better high school?" At the time, a racial fracas over the dismissal of a militant black teacher, abrasive to adults but popular with students, was brewing. It surfaced in the survey. With knowledge gained from the survey, administrators made several changes and averted violence.

WHO KNOWS THE ANSWERS?

Technically the whole community, every person of every age residing or doing business in the school district, has a stake in the schools. Directly or indirectly, each contributes financial support. Directly or indirectly, each benefits, or has a right to expect benefit, from the school's activities.

Operationally, the community is segmented and stratified. It is those segments and strata that produce the pressures or develop the fissures that create problems. The segments can best be dealt with as entities. They are best studied as entities. In the jargon of surveying, these entities are called populations.

Ask the Voters

When a financial issue is at stake at the polls, the registered voters of the community are the significant population. They can push the voting machine buttons that establish or demolish the best of educational programs. Registered voters are an easy population to deal with. Their names, addresses, and in some states, even their ages, are on voter registration rolls.

However, unless the community is at white heat over an issue, a sampling of the whole population of registered voters will yield little decision-making information. Two-thirds of those people will not vote in your school election, unless it is held in conjunction with another election.

The critical population is composed of those voters with a history of voting in school elections. Voters have consistent behavior patterns; the odds against a person who has never voted in a school election voting in the next one are 11 to 1 according to William J. Banach, director of information services, Rochester (Mich.) Community Schools. The odds are two to one that the people who voted in the last election will vote in the next. Banach also found that one-fifth of the parents of elementary children who were registered to vote had not voted in five years. These, obviously, are not the people whose opinion on school finance will affect the district much one way or the other.

Election procedure makes the separation between the critical and the non-critical populations. Voter registration cards carry each date on which the voter exercised his franchise. The population of school election voters, along with the history of individual voting behavior, is listed in the school district offices or in municipal or county offices. Voter registration rolls are matters of public record. Political parties use them. So can the schools.

Ask the Parents

On matters of curriculum, school policy, and management of students, parents are the critical public. Parents are an accessible population for polling. Their names and addresses and even their telephone numbers are listed in the student record file. Rarely is it wise to consider all parents of students as a single population. Parents of elementary children and parents of secondary students behave differently and have different attitudes toward the school. Parents tend to be less well informed about secondary curriculum and procedures and somewhat less involved with the activities of junior and senior high schools.

Ask the Staff

The faculty as well as the noninstructional personnel are a critical population. They can decide such important things as whether you will have school the next day. They can interpret and relay a management decision so that it will flourish--or flounder. Their understanding, opinions, and attitudes can indicate whether changes in policy will proceed smoothly. From their responses the surveyor can gauge apprehension or misunderstanding that can suggest interim steps from the personnel office or other branches of administration. The attitude of employees to employer is critical to the public relations program, since their relationship with the public is an information system far more credible than anything produced in the central school office.

Understanding the goals of employees for their own profession can reduce friction in the district. In a Michigan district, fewer than 1% of a faculty named higher salaries as the first change they would make if suddenly money were no object. The 99% were about evenly split over better instructional materials and more resource people. In similar surveys class size has been the issue. There are implications here that could make the contract settlement more satisfactory all the way around.

Contracts between a school district and employee organizations may prohibit the school district from surveying faculty or other employees. Check the terms of the contract as a first step in making plans to survey employees. Even when the contract does not prohibit surveys by the employers, it is wise to obtain at least the approval, preferably the cooperation, of the leadership of the employee organization in the drafting and executing of the survey.

Ask the Business Community

Current emphasis on career education requires closer collaboration and communication between business and education. What is the employment potential for the senior class? In what ways has the business community found students well prepared for employment? In what areas are students poorly prepared? What priorities, what goals would the business community set for the schools? Which businesses would be willing to show a third-grade class through the office or shop? Which selected business or professional men could spare an hour a month to tell 10th graders about their worlds? You find these people in the Yellow Pages, already categorized, complete with telephone numbers.

HOW DO YOU REACH YOUR PUBLIC?

Questioning is done three ways: face-to-face interview; telephone interview; and written interview.

The face-to-face interview with professional interviewers trained to probe with follow-up questions is undoubtedly the surest way to get accurate, substantial feedback from any segment of the public. University bureaus of social research can be employed for the job as can any number of commercial survey agencies. The cost ranges from $800 to $8,000, depending on size and location of the sample. Interviewers have to be paid for their time and their travel expenses.

Having volunteers do face-to-face interviews would seem to be the next best mode of questioning. The first drawback in using volunteers with this mode of questioning is that volunteers tend to bias the response. Robert Teeter, vice president of Market Opinion Research, a commercial agency in Detroit, found a significant bias with volunteers unless the contact was brief and not face-to-face, i.e., telephone.

People, in general, like to give an answer they feel an interviewer expects of them. The nonprofessional interviewer is not sufficiently experienced in masking his or her own facial expression and body language to avoid giving clues to the answer they would like to hear. As a volunteer, the interviewer has a certain commitment to the cause and must be protected from his own enthusiasm. The telephone, in combination with a short interview, minimizes the feelings in voice tone and gives the survey this protection.

When surveying must be done in communities in which as many as 25% of the population do not own telephones, there is little choice but to train volunteers thoroughly for face-to-face interviews and caution them against the hazard of facial or body clues.

A second drawback in using volunteers for face-to-face interviews is the difficulty of recruiting people for the more difficult and time-consuming chore of personally tracking down their respondents and making an appointment for an interview. It is an added chore to get interviewing assignments in the same geographic location. It has been done and the result was a survey in which the responses the interviewers recorded were validated by an election the following month.

The telephone interview has the virtue of being quick, economical, and not so time consuming that volunteers cannot be found to do it. An advantage of the interviewer, whether face-to-face or telephone, is the opportunity

to probe and to get open-end answers. This mode does produce accurate, indicative, and useful information from a broad spectrum of the public.

Mailed questionnaires will produce information that can be considered representative if the response is 80% or better. If 12.5% of the recipients of the school newsletter bother to fill in a questionnaire and return it, the only information you can be sure about is that 12.5% are concerned enough about the school district to respond in this way. Most of these respondents are the people who are opinionated and articulate enough to communicate with the school in other ways. Twelve and one-half percent also is that fraction of the iceberg that is above water.

When a selected sample of a public is queried by mail, follow-up letters spaced a week apart often flush out the necessary 80% of responses needed for accuracy of representation. Telephone calls to prod respondents might be useful toward the end. Some surveyors use colored paper, colored envelopes, and a persuasive cover letter to stimulate the return of questionnaires. A self-addressed, postage-paid envelope should be used unless the questionnaire is a self-mailer. Use of commemorative stamps, for some reason, produces a higher yield of returns than the use of ordinary postage.

"Captive" publics, such as school employees or students, can be surveyed by written questionnaires. A high return can be assured. One of the drawbacks to the use of volunteers in face-to-face interviewing does not exist for a student population: The students are in a particular place, they do not have to be tracked down. The value of having an outsider pay the kind of attention to a student demanded by a personal interview would probably offset the disadvantage of bias.

WHAT'S THE FIRST QUESTION?

No question writer or questionnaire designer should begin work without serious study of The Art of Asking Questions by Stanley Payne. Payne has said virtually all there is to say in this area with wit and accuracy.

Since telephone interviews should not last more than 15 minutes, brevity, clarity, and precision in wording are urgent. An introduction must be written for the interviewer as well as bridges for follow-up questions. If the answer is "yes," "no," or "uncertain," provide a follow-up such as, "Yes, in what way?" or "No, why not?" or "Could you say why you are uncertain at this time?"

The bugaboos of question writing are wordiness, jargon, and ambiguity, as well as statements that don't say what is meant.

Consider this example from one district's survey: "How do you feel about discussing school problems with the school board?" Does this mean, "How do you feel about discussing school problems with a member of the school board?" Or does it mean, "How do you feel about presenting a problem at a meeting of the board of education?"

The negative question is poor psychologically as well as politically: "Do you think money is unwisely spent by the school administration or board of education?" A better question that produces the same information is, "Do you feel the residents of this district get their money's worth out of the school tax dollars?" or "If you were grading the board of education on the wise use of money, what grade would you give them? Use the A-B-C-D-E grading system."

Incidentally, the A-B-C-D-E grading system is a quick and readily understood way to produce an excellent-to-failing rating on almost any matter. Virtually everyone has experienced this grading system and knows what it means. You can ask respondents to give grades on the performance of the board of education, the administrators, the special education program, or the vocational program. You can ask students to grade the quality of instruction in various subject areas, or ask for grades on the counseling program, extracurricular programs, or the school as a good place to be.

Be cautious in assuming your public knows what you are talking about. "Are you in favor of the year-round school plan?" Which year-round school plan? There are several. A brief statement about the plan under consideration should precede the question, "Do you favor this plan?" Even those who approve a year-round school may be approving it for abstract children, not

the real ones they have. In one community 36% of the sample were in favor of year-round school, but 30% of those in favor said they would not be willing to send their own children to school in July and August.

Before asking people outside the walls of the school whether they favor a certain program, it would be even more informative to the surveyor to ask them what they think it is. "Would you tell me three things high school counselors do?" It is possible that the adult population, most of whom went through school before the era of counselors, might be approving a counseling program that does not exist.

Another line of questioning that will tell the surveyor not only if the respondent is informed on the subject but also checks the channels of communication uses questions like these:

- "Do you remember where you first learned about the open classroom?"
- "How did you happen to hear about career education?"

If you want attitudes, ask argumentative questions:

- "What would you say is good about the open classroom?"
- "What things are not so good?"

Ambiguity can creep in when you are trying to check the parent's feeling about his child's reaction to a dramatic change in school environment, such as the "one-room" elementary building or an "open-hall" plan.

"Is your child's attitude toward school better or worse than it was a year ago?" The person who answers "better" may mean "better last year," or he may mean "better now than it was a year ago."

This question can be stated so that the answer is less likely to be ambiguous--

"Is your child's attitude toward school better now, or was it better a year ago?"

After the introduction, you are ready for the first question. Make the first question something easy: "Do you have children in school?" "Would you mind telling me how long you have lived in this community?" "What grade is your child in?" The initial question must be one the respondent can answer without thought but with pride.

The second question should be one that anticipates a positive answer, such as, "What do you like about the schools?" Most people want to present themselves as friendly, positive people. If they have the opportunity to do so in initial questions, they will air their negative opinions later.

Subsequent questions should follow a logical, conversational bridging to get at what you need to know.

DON'T ASK!

Watch out for questions you can answer without surveying.

"Did you vote in the last election?" is one of these.

The answer to that question is on the voter's registration card. Even if your population is school parents, it is not a good question to ask. This is one area in which memories are poor. People like to present themselves as good citizens (good citizens vote). Frederick Stephan and Phillip McCarthy, authors of Sampling Opinions, found as high as a 25% deviation from the proportion of the sample who said they voted and the proportion of the population who actually voted in an election.

Don't ask how they voted. First, they tend to remember that they voted on the winning side. Second, it is really a private matter. The question that has produced exact correlation with the outcome of a defeated financial election is this: "Do you think the education of children in this community will suffer as a result of the defeat of the bond proposal?" Those who had rationalized their negative vote were quite willing to explain how the schools could get by with existing facilities.

Don't ask "iffy" questions. If new schools could be built without increasing the tax levy, would you vote in favor of a bond issue? has produced misleading responses twice in one county. School authorities, conversant with state bond loan programs, may know the new bonds can be financed without an additional levy, but the public is skeptical. There are those among the voters who also point out, pragmatically, that it will cost money to operate the new school, and historically when a new school goes into operation the board calls for an increase in operating millage. Respondents answer the question truthfully. They just don't accept the "if" when they vote.

Don't ask a slanted question to produce a favorable answer. The facts may be friendlier than you think. You may have to be firm and persuasive with those who want to help draft questions. If firmness and persuasion are inadequate, then you have to be arbitrary. The survey is intended to take the temperature of the community. Slanting questions for a favorable response is analogous to a pneumonia patient dipping a thermometer into ice water so that it won't read 104° when the nurse checks it.

One way to be sure of avoiding bias in handling a range of options on a topic is to break the alternatives into two simple statements followed by a question. "Some people like the idea of paying more income tax and doing away with the property tax. Some people do not. How do you feel?"

Don't use the survey as a sales program. In one district contemplating a survey, the director of the community recreation program insisted on inserting a sales pitch before the question, "Are you aware of the community recreation activities at your school?" The information director was unsuccessful in persuading his colleague to delete his sales message. An error in the print shop was, however. The question went to the sample population without the preamble. Seventy-nine percent were aware of the program and more than half of the sample encouraged their children to take part in the activities. One-half recommended the program be continued and 17% suggested expanding it. The insecurity of the community relations director vanished.

Don't expect people to answer for other people. In the massive surveying of public taste done for Ford Motor Co. before the Edsel was produced, the assumption was made that individuals will be more truthful when they project their desires on others and that it is unlikely they will tell the truth when asked directly what they want and what they expect to do. Two key questions, therefore, dealt with the kind of car the guy across the street would probably buy and the kind of car the respondent himself wanted. The response came back that the guy across the street wanted a big, expensive Buick kind of car, and the respondent intended to buy a low-cost, low-gasoline-consumption vehicle. Ford Motor Co. made a big Buick-kind of car and marketed it in the years the public made the big switch to Volkswagens.

In school surveying, it has been necessary to deal with boards of education and citizen committees who think people will be more candid about their intentions if the question is framed in terms of the community. One survey asked the question both ways with the following results:

	Yes	No	No opinion
Would you be willing to support a small tax increase?	34%	47%	19%
Do you think the community would pass such a tax increase?	14%	63%	23%

The board wisely decided not to press the issue with the community and did not seek a tax increase at that time.

Test the Questionnaire

The right questions are those that produce the information you seek. They are readily understood, logically sequenced, and there are just enough of them to direct the board and administration into a course of action they intend to take.

It is easier for both the inexperienced interviewer and respondent when questions are grouped according to the kind of responses expected. When feasible, group questions together that have "yes-no" responses, "agree-disagree" responses, and scale responses. Do the same for multiple-choice questions.

Phrase the questions clearly. Avoid jargon and keep the sentences short. Test the questionnaire on 20 people similar to those in your sample population. Don't do all the testing yourself. You know too many answers. Have one of your interviewers do the testing if you want to know how the questionnaire will fare in the field.

With a little experience and field testing, you will learn to treat many open-end questions as multiple choice. Most responses to open-end questions, such as "What do you like least about the schools?" will fall into 10 categories. List these categories on the interview form for convenience in recording answers. Number the categories in advance to simplify tabulation when the survey is completed. The question, of course, could be put another way: "Here is a list of concerns some people have about the schools. Which are serious, moderate, or of no concern to you?" Some survey users believe this manner of questioning has the drawback of suggesting complaints to those who had not thought of them. However, with testing of open-end questions, it is possible to anticipate and list most of the answers.

One of the alleged disadvantages of the telephone interview is the necessity of limiting the number of questions so that the average interview can be completed in 15 minutes. This does not mean that a lengthy interview cannot be used on the telephone. The Waterford (Mich.) School District adapted the 1970 Gallup Second Annual Survey of the Public's Attitude Toward the Public Schools. Interviewers averaged 30 minutes per interview, with some taking almost an hour. However, there were no "dropouts." There were just as many responses to the final item as to the initial one.

The basic reason to keep the survey short is to keep from overwhelming yourself and your colleagues with data. There is also the compelling public relations dictum that some kind of action should follow the analysis and interpretation of data. You and the district can undertake only so much action while the data are still valid. At all cost, avoid the charge: "You asked the community what it wanted, we told you, and you did nothing about it."

Take a short survey, take action; take another survey and follow it with more action.

INTRODUCE YOURSELF TO DATA PROCESSING

When your interview forms are returned, you have to process the data in the answers. If you do not have access to electronic equipment, you become the data processor. In either case, an easily processed format cuts the time and frustration that can accumulate later.

If you have access to a data processing center, the best way to arrive at the format for the questionnaire is to spend an afternoon with a data processing programmer.

Do you have mark-sense or optical scan equipment? Study existing forms of standard answer sheets used by the guidance and testing people. If you can adapt them as answer sheets to your instrument, you reduce turn-around time, editing and coding time, and cut printing costs.

Since responses are to be coded on an answer sheet for each interview, only one questionnaire need be printed for each interviewer. Not all responses can be coded, but there is room in the margins of optically scannable standard answer sheets, and of mark-sense cards, for responses that do not quite fit predetermined sets of response categories.

Will you use a written questionnaire and later punch the responses into column (IBM) cards? Unless you are familiar with the format, the possibilities and the limitations of the 80 column card, review your questionnaire with a data processing programmer for the numbering system for questions and response items. The coding is faster and more accurate and the data printout is more easily interpreted when response items in the questionnaire correspond with numbers of the columns in which the data are coded.

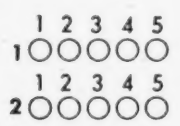
<u>Only one alternative can be coded under a single position number</u>. This is true of mark sense, optically scannable, and 80 column punch forms.

For instance, to handle the response from the question, "What grades are your children in?" it is possible to use a single column of an 80 column card, if you only want elementary, junior high, and senior high breakdowns.

To allow for all possible combinations of school placement within a family, the code could be:

1 elementary only
2 junior high only
3 senior high only
4 elementary and junior high
5 elementary and senior high
6 junior high and senior high
7 all three

In using answer sheets with a five-place optically scannable or mark-sense form, two rows would have to be allocated to record these data:



Mark:

1 (1) elementary only
1 (2) junior high only
1 (3) senior high only
1 (4) elementary and junior high
1 (5) elementary and senior high
2 (1) junior high and senior high
2 (2) all three

Do code in the "no opinion" response. The proportion of no opinion is greater among those who do not vote and among those who do not have children in school. The percentage of no opinion responses is an indicator to the degree of involvement as well as the level of information in the population surveyed. Reducing the no opinion ratio might well be an objective in a revision of the public relations program.

After you familiarize yourself with the potential of the data processing or testing division, go over the proposed questionnaire with the people who write the programs or process them. A few changes at this stage will save hours of confusion later.

If your data processors are all people, design the questionnaire so that the answers can be found easily. For instance: in a series of agree/disagree questions, put squares or blocks for checking so that they form a column on one side of the page. Do not scatter two-scale response boxes across the page.

Indicate whether you agree or disagree with the following statements: Check Box A to agree or Box D to disagree:

[ ] A [ ] D The lunchroom should be open all day.
[ ] A [ ] D I would like to be able to eat breakfast at school.
[ ] A [ ] D Enough time is scheduled for lunch.
[ ] A [ ] D Today's lunch looked good.

Three to five scale answer boxes should be vertical, rather than horizontal, for easy, accurate eyeball checking:

How would you rate the present total program of the district?

[ ] Excellent
[ ] Good
[ ] Fair
[ ] Poor
[ ] No Opinion

SAMPLE SELECTION

> Working with a systematically selected sample of 384 from a population of any size, you have 19 chances in 20 of representing the total population within a 5% margin of error, even when the characteristic being measured is split 50-50 within the population. If the division of the characteristic being measured is divided 80-20, the margin for error is 4%. It falls to 3% with a 90-10 split.--Parten, Mildred, Surveys, Polls, and Samples.

To assure a sample of 384, it is necessary to pull a larger number from the voter population. Approximately one-sixth of the people registered to vote in a community no longer live there. In some communities as many as 25% will have unlisted telephone numbers. It is recommended that two back-up names be pulled for each one in the sample.

If the sampling rate is a two digit number, select another two digit number equal to or less than the sampling rate at random to produce the initial number. Those of a precise scientific nature may go to a table of random numbers, close their eyes and point. They may use the final two digits of the number selected if it is less than or equal to the sampling rate. If it is greater than the sampling rate, move the finger down the column of numbers until an appropriate two digit number is found.

Less precise types can achieve the same result by opening a book and using the final two digits of the page number, by pulling two cards out of a deck, by asking two people to "think of a number between one and 10" and combining the digits. If the resulting number is greater than the sampling rate, try again. If one of the digits given in 10, that is used as a zero. If the sampling rate is three digits, adapt the process to produce one more digit for the initial number, which again must be less than or equal to the sampling rate.

Count registered voter cards to reach the initial number, write down the name and other pertinent information. Write down similar data from the next two cards. These are the back-up names. Using the sampling rate, continue through the file, recording each name that falls on the sampling rate. Suppose the random number selected was 18. The eighteenth voter would be selected, then every 50th beyond that. (E.g., 18, 68, 118....19,218, which would be the 384th name in the sample.)

Names of prospective respondents should be compiled in lists of no more than 25, plus their back ups. This is about as many people as it is reasonable to expect a volunteer to contact. If interviewers are being paid, the

lists may be longer, but not so long that a single interviewer cannot reach those on the sample within the time allowed for interviewing.

In selecting a sample of the population that votes in school elections, follow the mathematical procedure outlined above. If the voter whose card is selected has not participated in school elections, turn cards until you reach one of a voter who qualifies. Maintaining the original sampling rate of 50, select the next respondent at the next established interval, not at the number at which you found a respondent. (For example, if at interval #68, cards were turned until a respondent was found at #75, the next respondent would still be at #118, the interval in the originally established sampling rate.)

A similar process is used in selecting parents of schoolchildren, employees, members of the business community, and most other populations. These lists tend to be kept more current than voter registration rolls and experience has shown the individuals to be more cooperative in surveys. It is not generally necessary to provide the back up with these populations that is needed for voter populations.

Student samples may also be pulled in this manner, but you run into problems with the school schedule and in the administration of the questionnaire. If students are assigned to homerooms alphabetically, the number of homerooms necessary to produce a sample of at least 384 can be chosen and the survey can be administered to students in those homerooms.

Information collected on the sample list should locate the individual, by street address and telephone number when possible, so that you can reach him initially. He should also be located by precinct or elementary attendance district so that you can reach him and others like him in subsequent communications.

In the beginning you may be concerned about proportional representation of precincts, or attendance areas, in the sample. You will find, however, that the 384 systematically selected sample will represent populations by precinct with the same plus-or-minus 5% accuracy as other characteristics are represented. This is an easy one to verify. Do verify it. It will give you more confidence in the method and assist you in convincing skeptical members of boards of education, citizen committees, and administration.

Some districts have automated student records. A computer program can be written to produce sample lists of parent names and telephone numbers for the district as a whole, for any grade level, or for any attendance area.

Districts having both automated voter files and automated student records have the means of surveying such influential populations as participating voters who are parents of students or surveying parents who are not registered to vote or nonparents who vote in school elections.

RECRUITING AND TRAINING VOLUNTEERS

Volunteers for school district surveys are a particular breed of gregarious, curious, supportive-yet-skeptical people who are probably already involved in the League of Women Voters, the PTA, the election campaign committee, or some other school activity.

Volunteers have been recruited by sending a request through the League of Women Voters, the presidents of parent organizations, or the elementary principals. They have been recruited from the ranks of citizen committees.

If your survey is a part of the evaluation of a federally funded project, if you have an affluent school district, or if the citizen committee has an adequate bank account, you can pay interviewers. Paid or unpaid, they still must be recruited and the avenues suggested above are productive. Payment is made either on the basis of hours on the job or on the basis of completed interviews.

Convene the interviewers only when you are ready for them. For each, there should be a list of 20 to 30 names, the tested questionnaire, and an answer sheet for each prospective respondent. If mark-sense or optically scannable forms are being used, include the right kind of pencil in the packet. An instruction sheet should be included carrying the school office telephone number, your home and office telephone numbers, and directions on where to return the completed forms.

Be prepared to explain the philosophy behind the survey, why each question is there, and what is to be done with the information once it is collected and analyzed. The presence of the superintendent is desirable. He may be needed to answer some blunt questions.

Volunteer interviewers invariably want to know if they will be informed of the outcome of the survey, when it will be released and how. Be prepared to level with them.

The most critical instruction to the interviewers is: Talk with the person whose name is on the list--not a spouse, mother-in-law, son, or sister. Talk with that person and no other.

When this point is established go through the questionnaire item by item. Explain why the item is there and approximately the range of response you expect. If mark-sense or optically scannable forms are being used, interviewers will need practice in filling them out. Since most volunteers want to test the questions against their own opinions and attitudes, suggest

that they fill out answer forms for themselves while you move through the group to make sure they understand how it is done. Check the work of every volunteer. The one you miss is the one who will put all the marks in the wrong column.

Consider when the call is to be made. The time people can be found at home, for the most part, is between 5 p.m. and 9 p.m. Typically, the housewife is preparing dinner, the husband has just come home from work, and the children are hungry if the call is made early. An hour later finds the family around the table, or even worse, entertaining dinner guests. In another hour, the call interrupts the television program or putting the children to bed. Or, there is no answer because the family has gone out for the evening.

In the light of these circumstances, it is essential that interviewers begin the call with a cheery urgency in their voices. The voice tone says, "I know you are busy and don't want to be bothered, but this is an important opportunity for you to express an opinion." One interviewer with a remarkable record for completed interviews began: "Hello, it's Survey Time in Oakland County! I'm Doris Jones and you are one of 400 people the Board of Education wants an opinion from."

Most of the people that Doris Jones talked with were instantly full of opinions and quite ready to discuss them.

There are some emotional jolts ahead for the first-time interviewer. They will be more easily absorbed if the interviewers are forewarned. In some communities, wives behave very suspiciously when a strange woman calls the house in the evening to speak to their husbands. The interviewer who can explain in a polite, businesslike manner the reason for the survey and how the sample was selected is less likely to further arouse the wife's suspicions by becoming flustered and embarrassed.

Volunteers need to be told about the stinker ratio. An experienced man-on-the-street interviewer reports that 10 people in 100 are uncooperative; of those, three are extremely difficult and one is an absolute "stinker." There is, however, the other end of the spectrum. Out of every 100 people, 10 will be very cooperative, three will go out of their way to help, and one would be quite willing to do the job for you. Out of the approximately 400 people the interviewers will contact, they can expect to find four stinkers, but they can also expect to find four people who would like to join the interview team. Hope for your volunteers that none gets more than one stinker and that the stinker is not the first respondent they contact.

There is the probability that one of the persons named in the sample has died recently. Warn the interviewers in order to reduce the distress of the one who will be making that call.

Approximately 1% of the sample will want some validation of the interviewer. Instruct the interviewers to give these people the central office number after telling the switchboard operator how to handle such a call. The interviewer asks, "May I call you tomorrow, after you have made your call?" In nearly every instance, when the respondent assures himself that

the interviewer is legitimate, he was willing to complete the interview.

Allow time in your training sessions for a couple of rounds of role playing. In the first session, suggest that the make-believe respondent play it straight; in the second, the respondent should be difficult. The comments, criticisms, and suggestions from other interviewers are generally the most valuable part of the training.

In sampling voters of parents, 10 days, including two weekends, seems to be the optimum time to give volunteer interviewers to complete their work. Fewer than 10 days does not allow for the household crises that inevitably occur in two or more of the volunteers' homes. If more than 10 days are allowed, the job is put off by at least five people until it is too late to do it. Be careful about busy times, such as just before Christmas, the Thanksgiving holiday, or the spring vacation.

Arrange for the questionnaires to be returned to the central office or to the nearest elementary building from which they can be forwarded by school pickup and delivery.

Keep a record of the names and telephone numbers of the interviewers and check off packets as they are returned.

GUIDELINES FOR INTERVIEWERS

Most volunteer interviewers feel more comfortable with printed instructions. These guidelines should be reproduced and included in the interviewer's survey packet.

Interviewing has often been called an art rather than a science, on the grounds that there are no scientifically proven "best" ways. Nevertheless, there are techniques which are widely agreed on by experienced interviewers.

The first question of technique concerns the interviewer's manner and hearing in asking the questions. Should he be responsive or detached? Respectful or man-to-man? Light or serious? Friendly or formal? The interviewer has an advantage as a stranger who is not involved in the respondent's everyday life. This means that the interviewer should retain a certain amount of reserve; he should be dignified, and make it clear that he takes the interview seriously. At the same time, he should not be wooden and he should show genuine interest in what the respondent is saying.

The interviewer must tread a fine line with his reactions. He must not reveal his own attitudes on the subject matter of the study; he must not show shock or disapproval over anything the respondent says, or be enthusiastic when the respondent supports the interviewer's own point of view. However, if the interviewer is completely impassive and noncommittal when the respondent says something intended to shock him, the natural conversational atmosphere of the interview will be destroyed, and rapport will suffer.

There is an effective compromise: the interviewer adopts a manner of friendly permissiveness. He laughs at the respondent's jokes, exclaims "Really!" or "You don't say!" when the respondent says something evidently intended to be astonishing. Or he makes supportive statements such as "I see your point"; "That's understandable"; "That's very interesting." He can allow himself some of the emotional expressiveness which would be normal in the situation. He scrupulously avoids, however, direct approval or disapproval of the respondent's position. He never argues with the respondent, or says "I feel the same way myself."

Sometimes the respondent asks the interviewer where he stands on the issues under discussion. The interviewer may first simply try to deflect the question, by saying: "I'm interested in what <u>you</u> think about it," but if the question is pressed, he can either say that he hasn't made up his mind, or that he is not supposed to express his own opinion but would be glad to talk about it when the interview is over. (He will almost never be asked to make good on this offer!)

When conducting a structured interview, the interviewer must, of course, ask the questions word for word as they are provided for him. He can practice delivering them, however, until they sound and feel to him like his own words. Often after the interviewer has conducted a number of interviews using the same interview schedule, he begins to ask the questions too rapidly and in a "canned" fashion which makes it difficult for the respondent to understand him. He can usually overcome this tendency by pausing and thinking about asking the questions in a more natural style.

The interviewer must allow the respondent ample time to answer the questions. This is especially true if the question is open-ended instead of actual responses provided in or implied by the question. For example: "Do you get enough information about the school system?" can be answered yes, no, no opinion.

When this question is followed by a question like, "In what one or two areas would you like more information?" the respondent needs time to think about the answer to the question. The interviewer should check the general area: curriculum, finance, building programs, etc., on his answer form. Some responses are worth recording word for word. These quotations add to the interest of the survey report.

HANDLING DATA

If optical scanning sheets are used, go through them, one by one, when they are returned to make sure they have been marked with the right kind of pencil. Inevitably, one interviewer will have lost the pencil and will have decided that a ball point pen makes just as dark a mark. Her answer sheets will have to be remarked. The interviewer you missed during the training session will have marked the numbers or letters above the marking space, rather than in the marking space itself. This work will have to be corrected.

If you asked that extra comments be recorded on the margins of the answer forms, transcribe these for use in your report.

If data from the completed questionnaires are to be keypunched, go through the forms to pull out the "other" responses. If you used an open-end question that was not pre-coded, you have a four-to-eight hour job of running through all the responses, identifying categories, assigning a code for each category, and coding each response for manual tabulation or for key punching.

If you are the data processor, sort answer sheets. Sub-total each question item by geographic area, then total the whole.

Other characteristics, such as the grade placement of children in a survey of parents, indicate perceptions of strengths and weaknesses in the school program. If this kind of information has been sought, sort manually and repeat the subtotaling, totaling process described above or request a similar program from the computer programmers.

A classification of people by their sources of information--person-to-person v. mass media v. printed information from the school--yields useful information. (In one district the no-voters on a bond issue were preponderantly those who had not been personally contacted.)

Other sorting classifications, either by computer or manually, include:

- Those who think discipline in the schools is a serious problem v. those who do not.
- Those who would support a tax increase v. those who would not.
- Those who think the education of the children will suffer as a result of the defeat of the millage proposal v. those who do not.
- Those who are satisfied with the district's schools v. those who are not.

- Those who have been in a school building during the past year v. those who have not.

After classification according to the above, you can answer the following questions:

- In which elementary attendance area do these people live?
- How may they be reached?
- How receptive are they to the methods of communication at your disposal?
- Do the problems cluster in one elementary attendance area, or are they diffused?

Manual sorting has one advantage over computer analysis. If you think of another characteristic that should be looked at after the planned tabulations are finished, you can do another sort. Another computer run is possible, but expensive, and the computer people might be unwilling to accommodate you.

It is the political unit breakdown that tells you how to pinpoint public relations efforts. It is the profile that tells you how to deal with particular kinds of people.

If you are using electronic data processing and cannot read computer printout, this is the time to learn.

REPORTING THE SURVEY

Before you proceed with your report, record the responses for each item on a questionnaire form. Record the responses of each profile or geographic unit printout on a questionnaire form. File the originals.

The foregoing advice is based on repeated experience with anxious superintendents, board members, and citizen committee chairmen who await the first copy. In your eagerness to please, you will tend to give away the file copy, or in your haste you will fail to make a file copy, assuming the narrative report will contain all the information you will ever need for reference. It may, but a single percentage figure is hard to find in a narrative report months later. Do keep good records.

The report belongs to the person or body who ordered the survey. It should be made as promptly, as lucidly, and as completely as possible. A version of the report should be made available to the press, or reported in a newsletter as quickly as possible. There is something in most surveys that can make a good newspaper story.

If the survey report is to be delivered to the board of education, graphs will make the data more readily understandable. Computer programs can be written that will make bar graphs. These can be modified, directly from printout, with a felt-tipped pen, run through one of several machines that reproduce the graph on an acetate foil for overhead projection.

A typewriter can be used to make excellent graphs. Turn the paper lengthwise and use the type space numbering system to depict percentages. Precinct number, the initial of the elementary school attendance area, or the first letter of the characteristic becomes the bar symbol. This, too, can be transfered to an acetate foil for overhead projection.

Use pie charts or any other illustrations that will make the report more readily understandable and more visual.

Do include the verbatim comments of respondents. These add authenticity to your report.

Be careful in the wording of the report. It must be remembered that you are reporting from sample statistics and they should be used with caution in predicting future behavior. In your report, be careful not to imply, for instance, that 25% of the people made a specific comment. Remember that it was 25% of those interviewed or one-quarter of the sample of a certain population that responded in a certain way.

Proofread carefully. Check the mathematical procedures and actual figures. Will your report bear the scrutiny of the treasurer of a corporation who is on your board of education?

If practicable, give the news media copies of the report you give to the board of education. At least, provide them with a public version of the report as soon as possible. At the same time mail a copy to each volunteer interviewer.

Convene the volunteer interviewers, if possible, before you write the report. The post-survey meeting of the volunteers will produce the best assistance possible in writing your report and the best advice you can get on running future surveys. They will tell you which questions were awkardly worded and which questions were ambiguous. They can advise you on improving the sequence of questions. They will compare notes and report the overtones and side comments from the people they interviewed. Most of them will be eager for the next survey and they will have located one or two new volunteers in the course of the poll.

CONSIDER A SYSTEM

The data produced by an initial survey will be useful in their own right. Their greatest value, however, will be in their use as a point of reference for future surveys. With survey costs at a minimum through the use of volunteers and telephone interviewing, time and energy will be the chief expenditures in running the same survey again 12 months later to determine the effects of policy change or other influences on public attitudes.

The times to repeat surveys depend upon the purpose and need for the information. Suppose, for instance, that the purpose is to measure voter attitudes. A short telephone interview may be made six months prior to the election, again in three months, and one month before election to see how a campaign is progressing.

Although systematic plans must be made for surveys, time schedules should always allow for flexibility and change.

The following two-year survey system has been suggested for hypothetical District X which needs to increase the tax levy by two mills to continue the current school program. Each survey is followed by recommended action, since the survey is defensible only as a part of a planned community relations program. In two academic years, the application of the system would reach some 4,000 people, most of them not ordinarily reached in two-way communication. Planning a system of surveys does not, of course, rule out the substitution of a survey on a more urgent matter if one should arise.

September:	Action--	Poll registered nonvoters to find out why they do not vote and where they get their information about schools. Include an attitude question and a goal-setting question.
	Follow-up--	Review adult education program and community relations activities to make indicated changes. Publicize changes.
October:	Action--	Poll parents of elementary children, to learn their educational priorities and perception of school program.
	Follow-up--	Turn findings over to curriculum supervisors and principals and work with them to either explain how their program is meeting expectations of the community or set up advisory

parent committees to assist the district in revamping the program.

November: Action-- Poll high school students to determine attitudes toward the school, value of courses, and reactions to school management.

Follow-up-- Work with representative group of students (NOT JUST THE STUDENT COUNCIL) to iron out problems.

December: Action-- Poll low-support precincts to determine channels of communication and reasons for negative reaction.

Follow-up-- Redirect communications to use their channels. Remove or add something to the school/community relations program that has a positive value to these people.

January: Action-- Poll school employees to determine level of information on total school program and identify areas of discontent.

Follow-up-- Plan long-term program for staff meetings, newsletter, lounge bulletin boards to fill knowledge gaps; correct personnel policies as indicated.

February: Action-- Poll school election voters to identify areas of support for May election and degree of satisfaction with schools.

Follow-up-- Plan campaign for May election to capitalize on support and correct areas of misunderstanding.

March: Action-- Poll older registered voters for attitude toward schools and level of interest in and information on community programs in which they might serve, or that might serve them. (Birthdate is a part of the information on the voter registration card in some localities.)

Follow-up-- Publish a summer and next-year program for community activities directed at retirees. Have a "Be a Kid Again" day or night at which retirees are given a close look at youngsters in school. Use slides, video tapes, and other visuals. Initiate and publicize volunteer or paraprofessional programs in which older people work with students.

April: Action-- Poll registered nonvoters to ask if they have

		received information about the May millage election and if they intend to vote.
	Follow-up--	Get out the information!
May:	ELECTION	
	Action--	A week after the election, poll registered voters to ask why they thought the election won or lost. Repeat attitude and goal setting questions asked in September to determine change.
	Follow-up--	Draft information campaign for the coming year.
September:	Action--	Poll parents of kindergarten and first-grade children to determine their priorities for their children, what they would add to the school program, the extent to which they wish to become involved, and to find what portion are registered voters.
	Follow-up--	Work with room mothers, principals, League of Women Voters, on voter registration. Work with principals and primary teachers to plan involvement programs to enhance the children's experience in school.
October:	Action--	Poll employers to determine needs for new workers in the next five years and skills expected of them.
	Follow-up--	Revise vocational education program as indicated.
November:	Action--	Poll high school students on career expectations; include some questions from previous November poll to measure effectiveness of changes.
	Follow-up--	Revise guidance program if student career expectations are unrealistic. Work with representative group of students to cope with management problems.
December:	Action--	Repeat poll of registered nonvoters to determine changes from previous September.
	Follow-up--	Revise information campaign where indicated.
January:	Action--	Repeat poll of school employees to determine the effectiveness of changes, or any shifts in attitude from previous year.

	Follow-up--	Revise personnel policy and internal communications as indicated.
February:	Action--	Poll parents of secondary students to determine their career expectations for their children, level of satisfaction with school, and channels of communication.
	Follow-up--	If parents are unrealistic in the light of the employers' survey and student poll, plan a corrective information program. Attend to areas of dissatisfaction and correct misinterpretations through indicated channels of communication.
March:	Action--	Poll school election voters to determine areas of satisfaction and support.
	Follow-up--	If a second election is needed, plan campaign to capitalize on response.
April:	Action--	Poll parents of elementary students. Repeat questions from previous October to determine program effectiveness.
May:	Action--	If a second election was held, poll voters in lowest support precinct and highest support precinct to determine why the vote went as it did.
	Follow-up--	Draft next year's public information and community relations programs based on findings.

IF THE BOARD NEEDS CONVINCING

When board of education members suspect that the persons who attend their meetings are unrepresentative of the community, they often are on firm ground. Rodney Roth, the research specialist for the Oakland Schools surveys, compared the profiles of survey respondents who attend board meetings with profiles of those who do not.

He found that "board watchers" in four southeastern Michigan school districts studied early in 1971 were significantly more optimistic about winning the millage; they were more supportive of the school (but not necessarily of the present board of education); and they were more likely to be volunteer workers in the schools. Most of them were parents of school children.

Three communities, which shall be labeled Able, Baker and Carl, surveyed systematic random samples of their population of registered voters prior to placing requests for tax increases on spring ballots. All districts used INFORET (see p. 6).

Despite their differences in wealth, all three districts were struggling with serious financial problems and facing reduction of staff and elimination of programs. Able School District ranks among the highest in the nation in the socioeconomic status of its residents; it is a prestige district in teacher salaries, number of resource people, quality of buildings and programs. Baker Community School District is basically middle-class with scant representation of both upper-middle class and lower class socioeconomic groups. Carl City School District has a complete socioeconomic range and a 10% black population.

Ten per cent of the respondents in District Able had attended a meeting of the board of education in the past year. Only voters who had voted in recent school elections were surveyed in the other two districts. In Baker, 16% of the respondents had been to a board of education meeting within the year; in Carl 13% had attended a school board meeting.

In all three districts, the board watchers favored an increase in school taxes to a greater extent than did those who did not attend meetings of the board. In Able School District, 52% of the board watchers said they would support a tax increase, whereas 36% of the total sample were willing to do so. In Baker, the ratio was 50% to 33%; in Carl City it was a misleading 64% supportive of board watchers compared to 44% of the total sample.

The Able Board of Education reviewed its survey the final week before a proposition could have been put on the ballot and decided not to seek a

How Much Does It Cost?

Costs for a telephone survey with volunteer interviewers, using persons already on the district staff are:

- Paper and printing for questionnaires.
- Costs of answer sheets for optically scannable equipment.
- Data processing expense.

When answer sheets are given interviewers, only one questionnaire need be printed for each interviewer. These must be prepared and purchased. Optically scannable forms range from one cent to three cents each.

A competent key punch operator can punch 100 to 200 cards in an hour, depending on number of items to be punched, plus card cost of $1.25 per thousand. Cards can also be punched by students enrolled in key punch classes.

Computer costs vary. Districts with their own computer or locally controlled terminal have claimed to run a survey for as little as $12. This does not include programming time or interpretive time.

It is entirely possible to print questionnaires, obtain list of names in the survey sample, provide answer sheets, tabulate and computer analyze a survey for less than $350. It has been done several dozen times in Michigan.

tax increase. Baker's survey was completed 10 weeks before the election date; the board and support groups in the community capitalized on the favorable attitudes of parents of elementary schoolchildren in their campaign. efforts and the tax proposal carried. Racial issues in Carl City, plus well organized opposition to the millage, resulted in a 2 to 1 defeat of their tax proposal.

Not surprisingly, most of those in all three districts who had attended a meeting of the board of education within the year were parents of students. Eighty percent of the Able board watchers were parents, whereas 56% of those who did not attend board meetings had children in school. In Baker, the difference was even greater; 95% of the board meeting attenders were parents of school children. Of the larger group of non-attenders, 33% were parents. In the older community of Carl City, 75% of the board watchers were parents v. 39% of the non-board watchers.

Those who attend board meetings are more likely to be involved in other activities of the school, according to the Baker survey. One-third of the board watchers had invested time or energy as volunteers for the schools. A survey of parents of children in one elementary school in a neighboring district yielded similar findings. Thirty-six per cent of those responding

had attended a meeting of the board of education, but two-thirds of that group had volunteered their services to the school during the year.

Board watchers were no different from other voters sampled in Baker and Carl City on support for the board of education and its decisions, but in both districts the board watchers were twice as inclined to give high ratings to the quality of teachers and to school programs as those who do not attend board meetings.

In Baker, 42% of the board watchers rated the quality of their teaching staff as very good, whereas only 23% of the nonboard watchers were so favorable. In Carl City, respondents were asked to give traditional letter grades to their elementary, junior and senior high schools, to the use of money in their district, and to the quality of the administrative staff. The administrative staff received A or B grades from 43% of the board watchers and from 20% of the others. One-half of the board watchers and one-quarter of the nonboard watchers gave A or B grades on the use of money. Three-quarters of the board watchers gave good grades to the secondary schools, whereas nonboard watchers accorded good grades to the junior high by 38% and to the senior high school by 44%. Elementary schools were more favorably rated by nonboard attenders. Top grades were given by 62%. Those who had attended board of education meetings were even more supportive--95% gave the elementary schools A or B.

The Able, Baker and Carl surveys indicated similar levels of satisfaction with the cooperation parents receive from the school among those who attend and those who do not attend board meetings. A survey in a fifth district, which shall be called Elgin, revealed an interesting characteristic among those who are not satisfied with the cooperation they receive from the schools.

In Elgin, only parents of schoolchildren were sampled. One-seventh expressed dissatisfaction with the cooperation they receive from the school in helping them educate and rear their children. They differed from the satisfied parents in the grade placement of their children, with more dissatisfied parents having children in the junior high school. Two-thirds of the dissatisfied wanted stricter discipline in the schools, compared to 46% of the satisfied parents. They were much more inclined, also, to feel that the schools, rather than parents, had the responsibility to correct the laxity in discipline. They were twice as likely to say money was unwisely used.

> The sharpest difference between the satisfied and the dissatisfied, however, was in where they seek information when there is a question about the schools. Three percent of the dissatisfied take their questions to the principal. Forty-four percent of the satisfied ask the principal. Thirty-one percent of the dissatisfied take their questions to a member of the board of education, whereas 3% of the satisfied group go to a board member.

The analysis of the data indicated that it was likely that a member of the board of education heard about twice as often from the dissatisfied one-seventh as he did from the satisfied six-sevenths.

These five surveys indicate that there is a measurable degree of difference from generally held community opinion in those parents and voters who communicate with members of the board of education. In urban communities of the 1970s, the pattern of community interaction seems not to provide the board of education with adequate feedback on attitudes and the temperament of voters or parents. The self-selected citizens who attend meetings of the board of education seem, according to these studies, much more committed to their own ideals than are the rest of the community and are likely to distort the degree of support available for board policies. Those who seek out members of the board may be too deeply troubled by personal incidents to be representative of the voting public which passes on financial issues, or the parent public which is fully capable of forcing a district to scrap well developed, but poorly understood, school programs.

If You Call in a Consultant

Survey consultants are available from social research departments of the major universities. Private public relations consultants may be employed. Public relations and research people employed by local and regional school districts can be hired for one day assignments.

Fees involved range from $100 to $250 a day plus expenses.

A consultant should be given as much prior knowledge of your problem, your concerns, and intentions as possible before he leaves his office. He will need to assemble materials he has found helpful in similar situations and he can use any available "open-mind" time for your situation.

Arrange for a briefing time when he reports to your job. The consultant needs to know the vital statistics of your district immediately. These include total population, student enrollment, election history, current projects, past triumphs and disasters; nature of the board of education; how long the superintendent has been there; the relations between superintendent, faculty, and board.

The consultant should be able to provide a test questionnaire to check wording and ease of questioning. From the test instrument, he should be able to precode expected responses, a requirement for rapid turnaround of your survey. He needs to know which segments of the population you wish to study plus an estimate of percentage of population in each. This is necessary to determine sample size.

Consultants who are public relations people should be expected to handle news releases regarding the survey. Consultants who are research specialists should be able to produce profiles of groups making specific kinds of responses in the questionnaire, produce standard deviation and probability statistics for your final report.

Follow the briefing with a meeting including people who are to provide input for the questionnaire. These may be the administrative staff, a faculty committee, the board of education, a citizens advisory committee, or a selected group from the target population.

Give the consultant some retreat time to digest what he has learned and to produce a working form of the questionnaire. Then provide him with a sounding board of people on which to test the questionnaire. Make sure he has access to work space with a typewriter and that a secretary and duplicating facilities are available.

It is reasonable to expect the consultant to be able to sell himself and his expertise to the "Doubting Thomas" and "Skeptical Sarah" of your citizens committee. However, he cannot spend that "sales" time on a questionnaire or in seeking needed input from the less articulate, non-elite types. If he must complete the persuasion required to get started with the survey, schedule that time as such and add time to produce the survey instrument.

YOU'VE DECIDED TO DO A SURVEY

1. What does the board, the administration, or the citizens committee really want to know? Draft a set of ballpark questions.

2. Who has the best answers to the questions? Which public concerns you? Is it the parents of Woodside Elementary School where the innovative program is going on, or is it the senior high school student body?

3. Meet with a representative caucus of the public you intend to survey. Talk the preliminary questions over with them to learn implications of words and get suggestions on the final form of the questions.

4. Select a sample of your public. Have lists of 20 to 30 names prepared if you are using interviewers.

5. Recruit interviewers and set a meeting date.

6. Write your questionnaire. Pretest it to make sure the questions produce the information you seek. Revise wording and sequence of questions if necessary.

7. Using the responses from the pretest, make checklist of anticipated answers for interviewers.

8. Review the format for convenience in handling data. If the data are to be machine processed, check the format with data processing specialists.

9. Meet with volunteers for training session. Give each volunteer a packet containing list of names to be called, questionnaire, answer sheets, pencil, written instruction, your telephone number, and the school district number for verification calls. Set a deadline, preferably 10 days away, for return of packets.

10. Analyze data. Record and report findings to the board, the citizens committee, the administration and the public.

11. Convene volunteers for a thank-you meeting and to hear their feedback and experiences with the questionnaire and the public.

12. Put what you learned from the survey to use. Let the public know the district is keeping faith.

13. Plan the next survey.

ANOTHER WAY TO PROFIT FROM INSTRUCTION

The major research and development in the varied activities of education are concentrated, properly, in instruction. The curriculum and testing departments of a school organization should be continually watching for new ideas and methods that can be profitably borrowed for the more diffuse job of instructing, then testing, the public.

Student Achievement Monitoring (SAM) is a priority project of Oakland Schools that produced a major change in survey operations before it was beyond test stage in the classroom.

SAM is a seedling from the future, taking root in two elementary schools in Oakland County. It involves setting instructional goals and then writing small step-learning objectives from grades 1-6 in the subject matter areas. A catalog of objectives, with a companion catalog of test items for each objective has been compiled. Students are pretested to establish a learning level for each child, in each subject area. A computer analysis is given the teacher for each child and for the class. The building principal receives a building summary report so that he knows, along with the teachers, the instructional needs of the students.

Summary reports also go to the curriculum director and the superintendent. From the objectives catalog, the teacher selects--ideally with the student--which objectives shall be pursued, and in which order for specific children or groups of children. After a two-week period of instruction, the teacher goes to the item catalog, selects the items appropriate to the instruction given, and tests the students, using optically scannable answer sheets.

Tests completed, the answer sheets are fed into an inexpensive miniature optical scanner (miniscanners) in the school office. The scanner is linked by telephone to the Oakland Schools computer, 20 miles away. A typewriter terminal, also linked to the computer, is a companion piece of equipment in the elementary school office. Next morning the terminal has typed out a report of the test with a record for each child, and an analysis by item of the class performance.

It is the item analysis that indicates the fit of curriculum to the students. The test items are, in most cases, multiple choice. All of the distractors, or "wrong choices," have been carefully selected to indicate logical and likely errors. Teachers can identify from their printout, for instance, which six children in the class are "borrowing" twice in subtraction as well as the five who are not "borrowing" at all. Principals, in reviewing building printouts, can spot teachers who need help in some specific area, as

well as teachers who have found an effective way of teaching a particular concept. Further staff development can be planned, based upon this kind of information.

Tests are given at two- to four-week intervals, each test including some items taught in earlier instruction units to keep track of how much knowledge is being retained. The child's progress is measured on the basis of his own achievement, rather than in comparison with members of his class.

Since the future holds the possibility of computer linked miniscanners, not only in most school district central offices, but also in many elementary school buildings, there is a wide open field for development of opinion and attitude survey techniques related to SAM.

Questions from all surveys, with the response percentages, have been put on index cards. The name of the district, date, and population surveyed are also entered on the card. This has produced a tested question bank with categories on curriculum, finance, goals, priorities, channels of communication, and reaction to specific problems.

A simple answer sheet has been designed for the requirements of the survey system. Formerly the survey instruments were adapted to standard answer sheets kept in stock by the testing department. While students were experienced in marking answer sheets, adults, including teachers, found them confusing. Interviewers got lost between reading the question on their interview script and marking the corresponding bubbles or squares. The present 15-space answer sheet, usable also for SAM, meets the requirements of the survey director. A 20-space answer sheet has also been designed and printed, which can be used if a longer instrument is necessary.

The item analysis computer program produces compact, quickly comprehensible comparisons of different segments of the population being surveyed. Time for mental digestion and report writing have been drastically reduced.

Although the time has not come, it is foreseeable when a survey instrument can be compiled of thoroughly tested questions, printed on optically scannable answer sheets and distributed to an experienced cadre of volunteer interviewers. Data on the answer sheets, returned to the elementary building, are transmitted via the miniscanner to the computer, which prints out a report in the central administration office the next day, or within the hour if the situation warrants.

The era of guessing about public thinking may conceivably end as school districts gain the capacity to monitor student achievement.

SAMPLE SURVEYS

SURVEY OF VOTERS
Questionnaire
Huron Valley INFORET II

Code: Interviewer's initials. (Mark in upper left corner on name line.)
Precinct Number: 1, 2, 3, 4, 5, 6

7. Voted in last election: Mark T
   Did not vote in last election: Mark F

Hello, I'm _____ calling for the Huron Valley Citizen's Committee. As you know, a proposal that would have built new classrooms for the Huron Valley Schools was defeated by 106 votes last month. Could you answer a few questions that would help the Board of Education to make some plans for the future?

Where did you get most of your information about the bond proposal?
(Do NOT read checklist.)

8. Through neighbors or friends.
9. Some one called to tell me about it.
10. Huron Valley School Newsletter.
11. Milford Times.
12. Pontiac Press.
13. School personnel.
14. Spinal Column.
15. Letter from precinct chairman.
16. Can't remember.
17. Didn't get any.
18. Other (please write down on separate sheet).

(Mark T on item [or items] mentioned--leave others blank.)

19. Did you feel the information was correct? Yes--Mark T No--Mark F

(Ask 20, only if response was No.)

20. In what way was it wrong or misleading? (Do NOT read checklist.)

    a. Can't build the numberoof buildings with a tax levy that small.
    b. It would cost more than they said to operate the buildings after they are built.
    c. Huron Valley doesn't need the buildings.
    d. Other (please write down on a separate sheet).

(Ask only of THOSE WHO DID NOT VOTE.)

Approximately 55% of the voters in Huron Valley did not vote. Why do you think most people did not vote? (Do NOT read checklist.)

21. Apathy (no children in school, etc.)

22. Thought it would pass without their vote.
23. Thought it would fail without their vote.
24. Forgot.
25. Undecided how to vote.
26. Other (please write down on separate sheet).

(Mark T on item [or items] mentioned--leave others blank.)

27. The Board of Education said that the new schools could be financed with a property tax increase of seven tenths of a mill. Do you think this additional tax was the reason most people voted no?

Yes--Mark T No--Mark F

(Ask only if response was no.)

What was the main reasoning, then, behind voting no? (Do NOT read checklist.)

28. Fear of busing.
29. The state is going to take care of school finances.
30. General economic outlook.
31. Schools aren't doing a good job.
32. People just didn't understand the issue.
33. Schools ought to run double sessions.
34. Schools ought to operate the year around.
35. School buildings ought to be more economical.
36. School buildings are not used enough as it is.
37. Unfair tax assessment.
38. Sex education (or other curriculum complaint).
39. Too many frills in the schools now.
40. Personal problem with the schools.
41. Other (please write down on separate sheet).

(Mark T on item [or items] mentioned--leave others blank.)

42. The Board of Education must now choose between three courses of action. Which would you recommend? (Read a, b and c only.)

    a. Accept the vote and make the best of the buildings we have?
    b. Have another election with the same $17,000,000 proposal?
    c. Have another election with a smaller proposal?
    d. (Don't know)
    e. Busing issue.

As long as Huron Valley has to operate schools with the present number of classrooms, some schools will have to operate on double session. State law requires that children be offered five hours of instruction each school day so this means that some children will have to go to school from 7 a.m. until 12:15 and others will have to go from 12:30 until 5:45.

43. Do you think this is all right for high school students?
44. For junior high school students?
45. For elementary school students?

Yes--Mark T
No--Mark F

Now a couple of questions about the Board of Education and the school officials.

47. Which of the following statements do you think applies best to the Huron

Valley Board of Education? (Read a, b and c only.)

a. They do pretty much what the citizens want.
b. They do what some of the more influential people want.
c. They do what they themselves think best.
d. (Don't know, no opinion.)

(Ask only if the previous answer is C.)

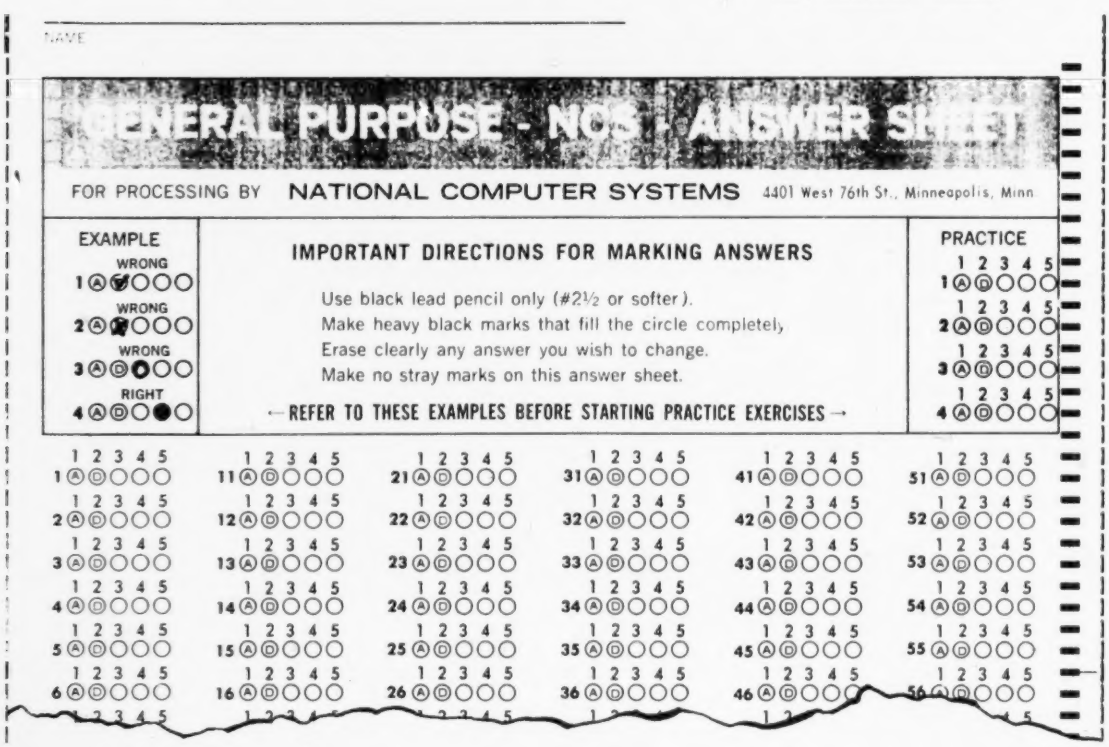
48. Are you in general agreement with most of the decisions the Board has made? Yes--Mark T No--Mark F

49. If you were concerned about a school problem and contacted the appropriate officials, how do you think they would react? Which of the following statements best describes the way the school officials in this district would respond to you? (Read a, b and c only.)

a. They would understand my problem and do what they could about it.
b. They would listen to me, but would try to avoid doing anything--they would try to pass the buck.
c. They would ignore me, or would dismiss me as soon as they could.
d. (Don't know, no opinion.)

Thank you very much. The results of this survey will be published within a month.

The Answer Sheet


NAME
GENERAL PURPOSE - NCS ANSWER SHEET
FOR PROCESSING BY NATIONAL COMPUTER SYSTEMS 4401 West 76th St., Minneapolis, Minn.
EXAMPLE
WRONG
WRONG
WRONG
RIGHT
IMPORTANT DIRECTIONS FOR MARKING ANSWERS
Use black lead pencil only (#2½ or softer).
Make heavy black marks that fill the circle completely.
Erase clearly any answer you wish to change.
Make no stray marks on this answer sheet.
←REFER TO THESE EXAMPLES BEFORE STARTING PRACTICE EXERCISES→
PRACTICE

SURVEY OF REGISTERED VOTERS

The Report

Huron Valley INFORET II

Reaction against a tri-county integration proposal which hit the public media three days before the December 14 bond election was a critical factor in the outcome of the election, according to a survey of Huron Valley voters completed this week.

While 55% of those who voted in the election gave the additional .7 mill property tax as the reason the proposal was narrowly rejected, 24% volunteered that fear of busing was the major reason behind the no vote.

Of those who did not vote in the election, only 12% listed the fear of busing as the major reason for the rejection of the proposal and 78% cited additional taxes.

The survey, made in mid-January, sought opinions from 463 persons selected systematically from the voter registration rolls. Of these, 271 had voted in the December 14 election, 183 had not.

The effort to inform the voting public was successful. Ninety-three percent received some information about the issue. Credibility was high; 86% said they felt the information was correct.

One-third of those sampled suggested that the Board of Education should accept the vote and plan school programs that make the best of existing buildings.

This suggestion was backed by majority approval of double sessions for secondary students. Three-quarters of the sample said double sessions were acceptable for senior high school students. Slightly more tban half approve double sessions for junior high school students and a quarter said double sessions were all right for elementary school students.

Twenty-four percent felt the board should resubmit the same $17,000,000 proposal. An equal number recommended another election with a smaller proposal. Twelve percent did not know what to do next. The differences between those who did not vote and those who voted were minor, with the nonvoters being slightly more willing to accept the vote than those who had voted.

There was no difference between voters and nonvoters in the reaction to double sessions.

Fewer than half of those interviewed believe the local school district should have the responsibility for building and paying for its own schools. Forty-six percent of those who voted and 35% of those who did not thought this was a proper local responsibility. Twenty-eight percent of both the voters and nonvoters thought school buildings should be a state responsibility and 11% of the total group thought the federal government should build school

buildings. Seven percent said this should be a county or regional responsibility.

The Huron Valley Board of Education is seen as both independent and responsive according to the rate of agreement with the following statements:

They do pretty much what the citizens want--16%
They do what the more influential people want--15%
They do what they themselves think best--39%
Don't know, no opinion--30%

Of those who said the Board did what they themselves think best, three-quarters said they are in general agreement with most of the decisions the board has made.

A majority of those interviewed see school officials as sympathetic and helpful. Fifty-two percent said if they contacted a school official with a problem they would get understanding treatment and the school official would do what they could to solve it. Twenty-two percent agreed with the statement, "They would listen to me, but would try to avoid doing anything--they would try to pass the buck." Six percent said they would expect to be ignored or dismissed as soon as possible.

There was a relationship between the sources of information and getting to the polls. Those whose information came through personal sources, such as friends, neighbors and school personnel, were more than twice as likely to have voted. Those whose information source was the Huron Valley School Newsletter were more likely to vote by 3 to 2 odds.

Fifteen percent of those who did not vote claimed that they got no information. Only 1% of the voters said they had received no information about the election.

A number of deeply felt side issues were noted by the interviewers. Three percent alleged that residents of trailer parks do not pay their fair share of school taxes.

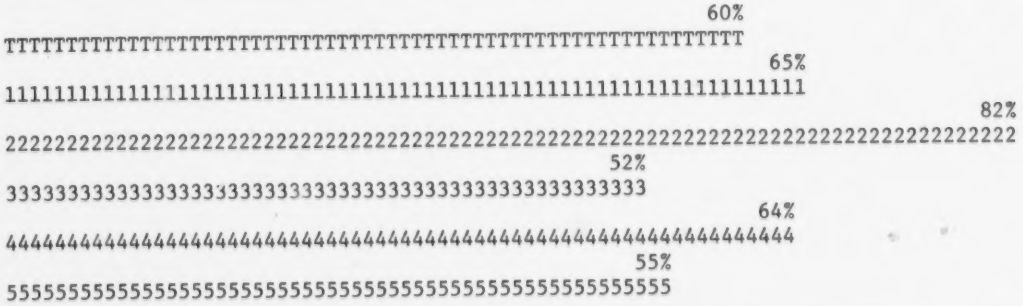
Of the five percent who asserted that school money is being spent unwisely, a third resented Phase II salary increases for teachers and administrators. The timing of property tax notices, received by property owners a few days before the election, was mentioned by nine respondents.

The difficulty of explaining the legal separation of building bonds and operating money was indicated in the responses of approximately 3%. Apprehension about increased operating costs for more buildings appeared in the responses of 5% of those interviewed. One suggestion was "Hold another election and ask for the actual amount needed, not just the building money. Everyone knew they would have to vote more later for operation."

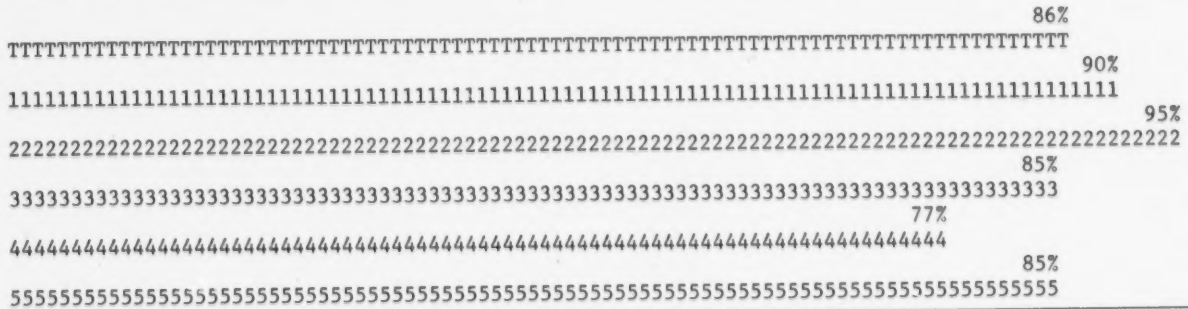
Three percent volunteered the advice to the Board: "Wait until the busing and property tax issues are settled before calling another election."

COMPARISON OF PRECINCTS

Percentage Voting on the Bond Issue



Relieved Information Was Correct

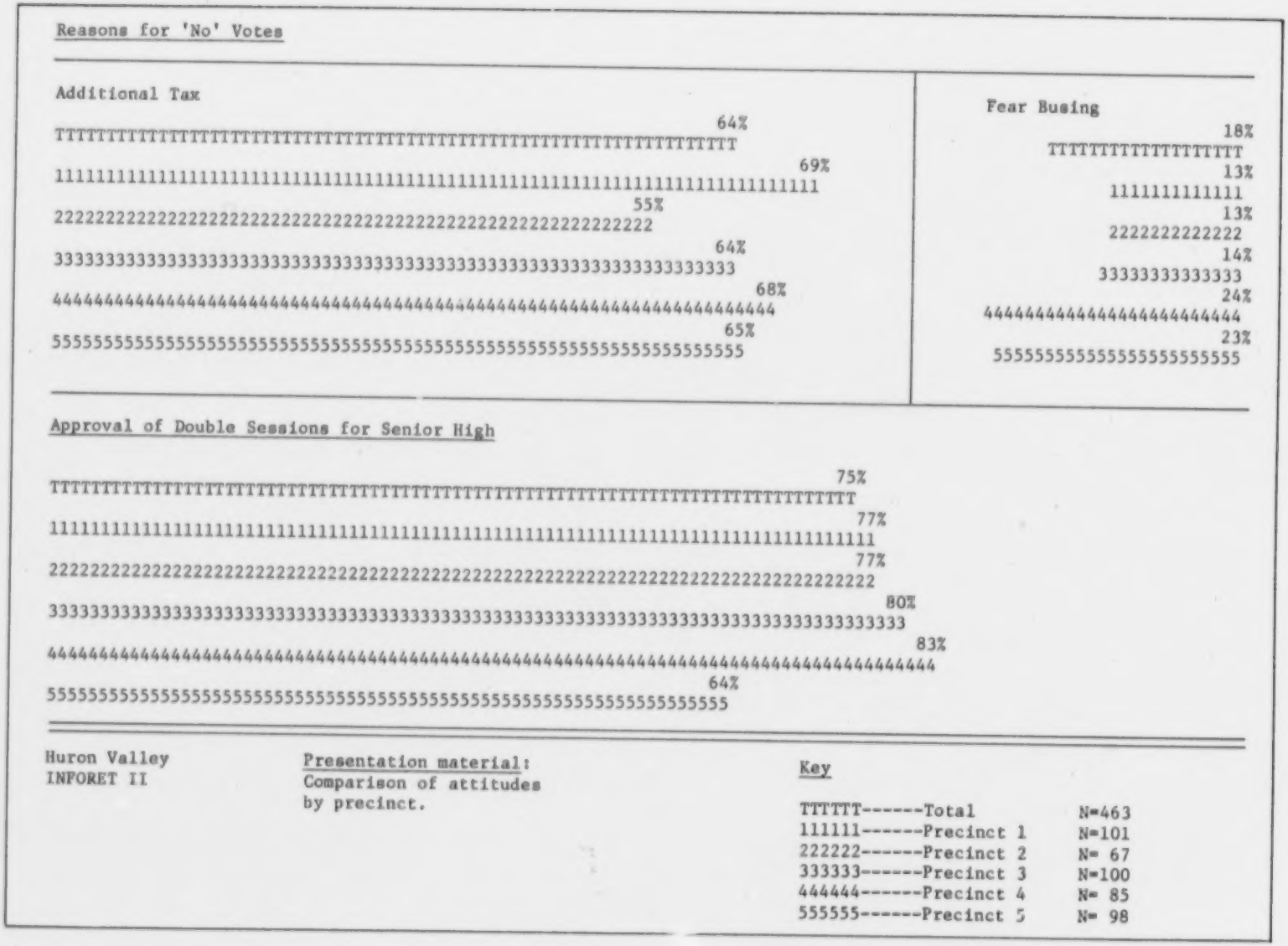


Huron Valley
INFORET II

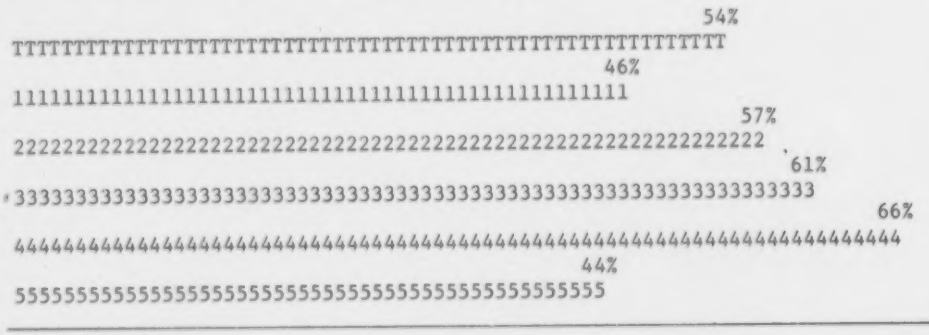
Presentation material:
Comparison of voter reaction by precinct

Key

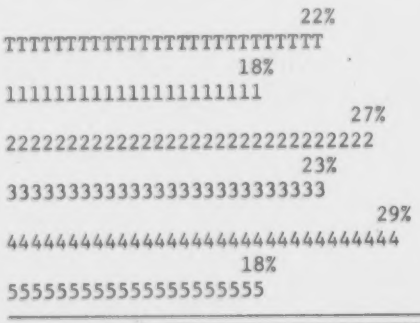
TTTTT-----Total N=463
11111-----Precinct 1 N=101
22222-----Precinct 2 N=67
33333-----Precinct 3 N=100
44444-----Precinct 4 N=85
55555-----Precinct 5 N=98


Reasons for 'No' Votes
Additional Tax
64%
69%
55%
64%
68%
65%
Fear Busing
18%
13%
13%
14%
24%
23%
Approval of Double Sessions for Senior High
75%
77%
77%
80%
83%
64%
Huron Valley
INFORET II
Presentation material:
Comparison of attitudes
by precinct.
Key
TTTTTT------Total N=463
111111------Precinct 1 N=101
222222------Precinct 2 N= 67
333333------Precinct 3 N=100
444444------Precinct 4 N= 85
555555------Precinct 5 N= 98

Approval of Double Sessions for Junior High



Approval of Double Sessions for Elementary



Huron Valley
INFORET II

Presentation material:
Comparison of approval of double sessions by precinct.

Key

TTTTTT	Total	N=463
111111	Precinct 1	N=101
222222	Precinct 2	N= 67
333333	Precinct 3	N=100
444444	Precinct 4	N= 85
555555	Precinct 5	N= 98

Information Sources for Voters and Non-Voters

Neighbors, friends	18%	VVVVVVVVV VVVVVVV
	10%	NNNNNNNNN
HV School Newsletter	43%	VVVVVVVVV VVVVVVVVV VVVVVVVVV VVVVVVVVV VVV
	29%	NNNNNNNNN NNNNNNNNN NNNNNNNN
Milford Times	45%	VVVVVVVVV VVVVVVVVV VVVVVVVVV VVVVVVVVV VVVVV
	36%	NNNNNNNNN NNNNNNNNN NNNNNNNNN NNNNNN
Pontiac Press	19%	VVVVVVVVV VVVVVVVV
	18%	NNNNNNNNN NNNNNNN
School personnel	17%	VVVVVVVVV VVVVVV
	4%	NNNN
Spinal Column	24%	VVVVVVVVV VVVVVVVVV VVVV
	20%	VVVVVVVVV VVVVVVVVV
Got no information	1%	V
	15%	NNNNNNNNN NNNNN

Voters VVVVV V=271
Non-voters NNNNN N=183

Huron Valley INFORET II

Presentation Material: Graph of Information Channels

INFORET Survey Shows . . .

Taxes, Integration Proposal Hurt Dec. 14 Bond Election

Reaction against a tri- county integration proposal which hit the public media three days before the December 14 bond election was a critical factor in the outcome of the election, according to a survey of Huron Valley voters completed last week throuzh Oakland Schools' INFORET II.

While 55 per cent of those who voted in the election gave the additional .7 mill property tax as the reason the proposal was narrowly rejected, 24 per cent volunteered that fear of bussing was the major reason behind the no vote.

Of those who did not vote in the election, only 12 per cent listed the fear of bussing as the major reason for the rejection of the proposal and 78 per cent cited additional taxes.

• • •

The survey, made in mid-January, sought opinions from 453 persons selected systematically from the voter registration rolls. Of these, 271 had voted in the December 14 election, 183 had not. There are 9,500 to 10,000 registered voters in the district and 4,324 voted on December 14th.

The effort to inform the voting public was successful. Ninety-three per cent received some information about the issue. Credibility was high; 86 per cent said they felt the information was correct.

• • •

One third of those sampled suggested that the Board of Education should accept the vote and plan school programs that make the best of existing buildings.

This suggestion was backed by majority approval of double sessions for secondary students. Three-quarters of the sample said double sessions were acceptable for senior high school students. Slightly more than half approved double sessions for junior high school students and a quarter said double sessions were all right for elementary students.

Twenty-four per cent felt the board should resubmit the same $17,000,000 proposal. An equal number recommended another election with a smaller proposal. Twelve per cent did not know what to do next.

The differences between those who did not vote and those who voted were minor, with the nonvoters being slightly more willing to accept the vote than those who had voted.

There was no difference between voters and non-voters in the reaction to double sessions.

• • •

Fewer than half of those interviewed believe the local school district should have the responsibility for building and paying for its own schools. Forty-six per cent of those who voted and 35 per cent of those who did not thought this was proper local responsibility. Twenty-eight per cent of both the voters and non-voters thought school buildings should be a state responsibility and 11 per cent of the total group thought the Federal government should build school buildings. Seven per cent said this should be a county or regional responsibility.

• • •

The Huron Valley Board of Education is seen as both independent and responsive according to the rate of agreement with the following statements.

They do pretty much what the citizens want — 16 per cent

They do what the more influential people want — 15 per cent

They do what they themselves think best — 39 per cent

Don't know, no opinion — 30 per cent.

Of those who said the Board did what they themselves think best, three quarters said they are in general agreement with most of the decisions the board has made.

A majority of those interviewed see school officials as sympathetic and helpful. Fifty-two per cent said if they contacted a school official with a problem they would get understanding treatment and the school official would do what they could to solve it. Twenty-two per cent agreed with the statement, "They would listen to me, but would try to avoid doing anything; they would pass the buck." Six per cent said they would expect to be ignored or dismissed as soon as possible.

There was a relationship between the sources of information and getting to the polls. Those whose information came through personal sources, such as friends, neighbors and school personnel, were more than twice as likely to have voted. Those whose information source was the Huron Valley School Newsletter were more likely to vote by 3 to 2 odds.

Fifteen per cent of those who did not vote claimed that they got no information. Only one per cent of the voters said they had received no information about the election.

• • •

Following is a list of the information sources for voters and non-voters as shown in the survey report:

Neighbors, friends 28 per cent total, voters 18 per cent, non-voters 10 per cent; Huron Valley School Newsletter 72 per cent total, voters 43 per cent, non-voters 29 per cent; Milford Times 81 per cent, voters 45 per cent, non-voters 36 per cent; Pontiac Press 37 per cent, voters 19 per cent, non-voters 18 per cent; Spinal Column 44 per cent, voters 24 per cent, non-voters 20 per cent; got no information 16 per cent, voters one per cent, non-voters 15 per cent.

• • •

A number of deeply felt side issues were noted by the interviewers. Three per cent alledged that residents of trailer parks do not pay their fair share of school taxes.

Of the five per cent who asserted that school money is being spent unwisely, a third resented Phase II salary increases for teachers and administrators. The timing of property tax notices, received by property owners a few days before the election, was mentioned by nine respondents.

• • •

The difficulty of explaining the legal separation of building bonds and operating money was indicated in the responses of approximately three per cent. Apprehension about increaed operating costs for more buildings appeared in the responses of five per cent interviewed. One suggestion was "Hold another election and ask for the actual amount needed, not just the building money. Everyone knew they would have to vote more later for operation."

• • •

Three per cent volunteered the advice to the Board: "Wait until the bussing and property tax issues are settled before calling another election."

The News Story

Milford (Mich.) Times
February 17, 1972

_____ Male _____ Female _____
Interviewer

SURVEY OF PARENTS
OF ELEMENTARY SCHOOL CHILDREN

BEECHER SCHOOL DISTRICT
(Questionnaire Number Two)

I. Are you satisfied with the service that the school is providing your children? Yes ___ No ___ If not, what is unsatisfactory?

_____

_____

II. How well informed are you about Beecher Schools?

a. Very well ____
b. Fairly well ____
c. Not very well ____

III. This year 11 3/4 mills of school tax have expired. This money has been used during the last three years for the running of Beecher Schools. Do you feel that the education of children will suffer if this amount is allowed to expire? Yes ___ No ___

IV. If there is a loss in school monies, what programs should be considered for elimination?

Athletics ___ Art ___ Music ___ Home Ec. ___ Other _____
Band ___ Shop ___ _____

V. If money were no object, what improvements would you recommend for Beecher Schools?

____ a. Athletic field
____ b. Elementary gyms
____ c. Elementary libraries
____ d. Building improvements
____ e. Parking lots
____ f. Elementary cafeteria
____ g. Playground equipment
____ h. Better curriculum
____ i. Vocational facilities

Other _____
_____
_____
_____

VI. Do you believe that Beecher voters would approve additional taxes if they were needed to keep the same level of educational services that we now have? Yes ___ No ___

SURVEY OF VOTERS
OF ELEMENTARY SCHOOL CHILDREN
The Report

Volunteer interviewers contacted a selected sample of 300 parents of children enrolled in Beecher elementary schools during the last two weeks of March 1971.

Most of the respondents (85%) are satisfied with the service the school is providing for their children. Most (82%) consider themselves very well or fairly well informed about the schools. Substantial support for a tax renewal was indicated and a favorable margin of support exists among these parents of elementary children for a tax increase to maintain existing school services.

If school programs must be cut, 15% feel that athletics should go; in the Dailey, Klein, Kurtz and Northgate attendance areas from 23% to 29% suggested that athletics be eliminated if funding is reduced. A quarter of the respondents from the Northgate community also suggested that band could be eliminated. Eight percent of the total sample are not willing to cut anything.

The parents who were interviewed indicated that physical improvements for recreation and athletics have a high priority. If money were available, 29% would favor buying playground equipment; 28% would like elementary gyms and 16% would have an athletic field. Improvements on the buildings are favored by 20% and 11% want parking lots. Elementary libraries and better curriculum are each goals for 17% of the respondents. Twelve per cent want elementary cafeterias and 7% would add vocational facilities.

Satisfied parents differed from dissatisfied parents only in the belief that Beecher voters would approve additional taxes. Of the 85% who reported themselves satisfied, 62% are optimistic about the chances of a tax increase proposal; 30% are pessimistic and 8% have no opinion. Of the 15% who are not satisfied with school services, only 22% believe a tax increase will pass; 57% believe it would fail and 22% had no opinion.

Answers to the question of whether the education of children will suffer as the result of a lost tax election was in direct ratio in an Oakland County survey to the outcome of the previous election. If this response is predictive, 79% of school parents can be expected to vote in favor of a renewal. Of the group who believe the education of Beecher children will suffer if the renewal proposal fails, 62% are optimistic about the passage of a tax increase. Twenty-seven percent of those who do not believe education will suffer think a tax increase will pass and 59% of them believe it will fail. The "not suffer" parents are twice as willing to eliminate athletics, art and band.

In a building by building analysis, parents of children in the Zink and Daily districts reported the greatest degree of satisfaction witb the schools. (The undersampled Kurtz parents reported 100% satisfaction; however, only nine interview sheets could be identified as coming from the Kurtz attendance district.) The greatest dissatisfaction was found among Buick parents; 39% are dissatisfied. A third of the sample from Messer and a quarter of the sample from Buell school are not satisfied with school services.

The level of information reported by parents tended to be within the margin for error of the percentage of satisfaction in each attendance area. An exception was Buick, where 83% considered themselves adequately informed and 61% were satisfied.

The satisfied, adequately informed parents at Zink school all believe that education of children will suffer if the renewal proposition fails; they are also the most optimistic (88%) about the chance of a millage increase. The feeling that the passage of the renewal is critical is also strong among the Messer parents who were interviewed. Eighty-eight per cent of them believed the education of their children would suffer; they are considerably less optimistic (54%) than the Zink parents about the chances of a tax increase.

Respondents from the Buell attendance area are consistently less positive on all counts than the total community.

Public Relations Implications

Support from parents of Zink school children seems assured. It is the Messer school on which the resources of the district should be concentrated. The sample indicates that these people believe the education of their children is facing a critical time; they are satisfied neither with what they receive nor with the amount of information they have; their "no opinion" rate is low, which indicates that they are not indifferent. Buick parents reported themselves to be adequately informed and slightly more concerned than the total sample for the outcome of the tax renewal, but they are only a little more optimistic than Messer parents on the likelihood of a successful tax proposal.

Sources of Dissatisfaction

As in other communities, the dissatisfactions of parents of Beecher schoolchildren are wide ranging. Many are nonspecific--"just some things."

The only recurring theme is a plea for more individual attention to children.

Four of the six complaints from parents of Buick schoolchildren were about bus service to Dolan; another favored more discipline in the classroom and the sixth was "teachers should take more time with students."

Lack of a hot lunch program was the complaint of one Buell parent. Others were concerned with more individual attention to children, "pushing children too hard" and a request for more elementary sports.

Race problems, desire for better classes, classroom conditions and working habits concerned three Northgate respondents. A fourth was dissatisfied with counseling at the high school and enforcement of rules on attendance and smoking.

Two sources of dissatisfaction from respondents not identified by ele-

mentary attendance area were prejudice against whites and "low standards of teaching."

Placement problems bothered two Dailey respondents; "they won't put twins together" and a regulation about transferring children when parents change residence. Another Dailey patron complained of lax discipline, another about work being too difficult and a fifth wanted more after-school activities.

The three complaints registered by Harrow respondents were about crossing guards, "punishments," and special reading and math.

At Klien the sources of dissatisfaction were counseling at the high school level and the desire for a better check on absenteeism.

A Zink mother who reported herself satisfied commented, "Teachers give up too easily; they could do more."

Dissatisfied parents from the Messer School area complained oppositely that "work is too hard for the children," and that their children "do not learn as much as other children in other schools." One wanted better qualified teachers, another, more help in reading, and there was a request for more colorful rooms and halls and more black history. Insufficient food in the lunchroom was listed as unsatisfactory by another parent.

ON THE POSITIVE SIDE

	Satisfied	Fair or Fairly Well Informed	Education of Children Will Suffer	Tax Increase Will Pass
TOTAL	85%	82%	79%	56%
Buell	71%	70%	62%	38%
Buick	61%	83%	83%	44%
Dailey	92%	84%	82%	48%
Harrow	83%	78%	83%	61%
Klein	84%	77%	77%	55%
Kurtz*	100%	67%	44%	22%
Messer	65%	73%	88%	54%
Northgate	89%	92%	76%	65%
Zink	98%	93%	100%	88%

ON THE NEGATIVE SIDE

	Dissatisfied	Poorly Informed	Education Of Children Will Not Suffer	Tax Increase Will Fail
TOTAL	15%	18%	15%	34%
Buell	26%	29%	32%	29%
Buick	39%	17%	6%	50%
Dailey	8%	16%	8%	44%
Harrow	17%	22%	11%	33%
Klein	13%	23%	23%	42%
Kurtz*	0%	33%	56%	78%
Messer	35%	27%	4%	31%
Northgate	11%	8%	19%	35%
Zink	2%	7%	0%	10%

*Kurtz sample is too small for reliability.

Survey of High School Students

WHAT DO **YOU** THINK ABOUT THE LUNCH PROGRAM?

The purpose of this survey is to find ways to make the food served at school closer to the tastes, appetites and nutritional needs of students. Please help by answering some questions about your eating habits and your likes and dislikes. On the letter grid, fill bubbles that spell the name of your school. Mark your sex and birthdate. Now turn the answer sheet over and turn the page.

In the first row of bubbles, mark the number of days per week you usually buy lunch at school.

Now mark the items you have for breakfast at least one school day a week. (Mark in the first bubble in the row indicated by the number.)

2. Egg
3. Juice
4. Cereal
5. Toast, sweet roll
6. Bacon, ham, other meat
7. Cheese
8. Hot cakes, waffles, French toast
9. Milk, cocoa
10. Coffee, tea

Mark 11 (A) if your family usually has dinner together.
Mark 11 (D) if the family does not.

If you rarely buy your lunch at school, mark the bubble in row 12 that is your principle reason for not buying lunch at school.

12. (1) I prefer a bag lunch from home.
    (2) Prices are too high.
    (3) I don't like to eat lunch.
    (4) I don't like the food.
    (5) There is not enough time to go through the line and eat, too.

Here are some statements about food and food service. Mark the (A) bubble if you agree. Mark (D) if you disagree.

13. The lunch room should be open all day.
14. I would like to be able to eat breakfast at school.
15. There should be special items on the menu for students who want to watch their weight.
16. Enough time is scheduled for lunch.
17. I need to know more about the right food to eat.
18. Today's lunch looked good.
19. The food in this lunch room is good for the price.
20. There is usually something I like on the menu.
21. I like sandwiches better than the hot food plates.
22. Servings should be larger.

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23. There is too much starch (potatoes, bread, spaghetti) in the lunch.
24. Lunch room workers seem to want to please students.
25. The lunch room manager listens to student suggestions.
26. A committee of students should be appointed to work with the manager in planning lunches.
27. Only a few students complain about the food.
28. There should be more variety in the menu.
29. The lunchroom should serve hamburgers every day.
30. Food served here usually tastes good.
31. From what I can see, the kitchen is clean.
32. Potatoes are a good source of protein.
33. Fresh vegetables are an important source of vitamins.
34. Eating chocolate causes skin problems.
35. I think I should lose weight.
36. I need to gain weight.

How often would you like to buy the following foods? If you would like them. . . . .

. . . . more than once a week . . Mark (1)
. . . . once a week . . . . . Mark (2)
. . . . once a month . . . . . Mark (3)
. . . . once a year . . . . . Mark (4)
. . . . never . . . . . Mark (5)

37. Meat loaf
38. Chili-con-carne
39. Submarine sandwich (Hero or Poor Boy)
40. Turkey/gravy
41. Hamburg/bun
42. Chicken
43. Sloppy Joe
44. Pizza
45. Chop suey
46. Macaroni and cheese
47. Toasted cheese sandwich
48. Hot dog
49. Stew

---

50. Fish
51. Spaghetti
52. Potatoes
53. Corn
54. Peas
55. Green beans
56. Beets
57. Spinach
58. Tomatoes
59. Carrots
60. Sweet potatoes
61. Cabbage
62. Tossed salad
63. Coleslaw
64. Jello salad
65. Sliced tomato salad
66. Apple (Waldorf) salad
67. Cranberry orange relish
68. Carrot raisin salad
69. Cut fruit salad
70. Cottage cheese & fruit
71. Tuna macaroni salad
72. Fruit cocktail
73. Brownie
74. Pineapple upside-down cake
75. Apple crisp
76. Chocolate cake
77. Raisin square cookie
78. Lemon pudding
79. Sweet roll
80. Custard pudding
81. White cake
82. Rice custard
83. Fruit gelatin
84. Sliced peach
85. Cherry cobbler
86. Peanut butter cookie

Thank you and good appetite!

Your lunch room manager.

HIGH SCHOOL FOOD SERVICE SURVEY
The Report
INFORET I School Food Service

Seven hundred students in eight high schools selected to represent the socioeconomic range in Oakland County were surveyed on their food preferences, their out-of-school eating habits, and their reaction to the management of the food service in their high schools.

The students were chosen as members of systematically selected homeroom classes to which they were assigned alphabetically.

They were asked to indicate how often they would like to buy 50 different common items on the lunchroom menus.

Fifty percent of the students would like the following main dishes at least once a week: hamburger/bun; submarine sandwich; pizza; turkey and gravy; sloppy joe and chicken. Two-thirds would like corn at least once a week. Approximately a third said they'd like green beans, peas and carrots once a week. Only 15% would like beets as often as once a week and 59% indicated "never" was often enough for beets.

Sixty one percent would like tossed salad at least once a week; coleslaw as the next favored with 48% choosing that once a week or more. Carrot-raisin salad was least preferred with only 9% wanting it once a week and 65% preferring that it not be served at all.

The favorite dessert was brownies, with 70% preferring it as frequently as once a week. A majority would also like frequent servings of apple crisp, chocolate cake, pineapple-upside down cake, fruit cocktail, white cake, cherry cobbler, peanut butter cookies, sweet roll. Only rice custard, among the desserts got many "never" votes, with 43% indicating they would prefer not to see it on the menu.

Every food item listed had its fans and its foes. Five percent were willing to have beets served more frequently than once a week, and ten percent were willing to strike brownies, the most favored item, from the menu forever.

Participation

Thirty-five percent of the sample indicated that they never buy lunch at school. Sixteen percent are daily customers, 27% buy lunch one or two days a week, and 16% buy lunch three or four days per week.

Of those who rarely buy their lunch at school, a third said it was because they don't like the food. A fifth prefer to bring a bag lunch from home and another fifth said the lunch price was too high. Twelve percent indicated that they don't like to eat lunch and another 12% said not enough time was allowed for lunch.

Of the total population surveyed, three quarters would like to have the

lunchroom open all during the school day and almost half indicated they would like the chance to eat breakfast at school. Students agreed on most other management items in similar proportions. The kitchen is clean, but there should be more variety in the menu said seven of every eight surveyed.

Eighty percent said portions should be larger. Only 15% agreed that the lunchroom manager listens to student suggestions, and 19% agreed that complaints about food are from only a few students. Seventy-seven percent thought a student committee should be appointed to work with the manager to plan lunches. Almost half, however, credited the lunchroom workers with wanting to please them, and two thirds admitted that there is usually something they like on the menu. Fifty-six percent did not agree that enough time is scheduled in their schools for lunch.

Nutrition

Forty percent complained that there is too much starch in the lunch, but an equal number admitted that the food served in their cafeterias usually tastes good. Contrary to adult opinion of adolescent eating habits, not every high school student would like hamburgers served every day; only 45% would.

Three quarters of the students are concerned with their own nutrition. Half of the total think they should lose weight, a quarter indicated that they need to gain weight. Sixty-nine percent would like special items on the menu for weight watchers.

A quarter would like to know more about the right foods to eat. Eighty-six percent already know that fresh vegetables are an important source of vitamins but 34% indicated lack of knowledge by agreeing that potatoes are a good source of vitamins. Fifty-nine percent are living with the myth that eating chocolate causes skin problems.

Eating Habits

Out-of-school eating habits of the students surveyed were better than anticipated. Three-quarters of the students indicated that their family usually had dinner together. A third eat an egg for breakfast, and 61% are used to having juice for breakfast. Sixty percent have milk or cocoa and 38% drink tea or coffee. Hot cakes, waffles or French toast are regular breakfast items for 30%. Cereal is eaten at least one school day a week by 45%, and 56% have toast or a sweet roll. Cheese is a rarity at the breakfast table for five out of six students.